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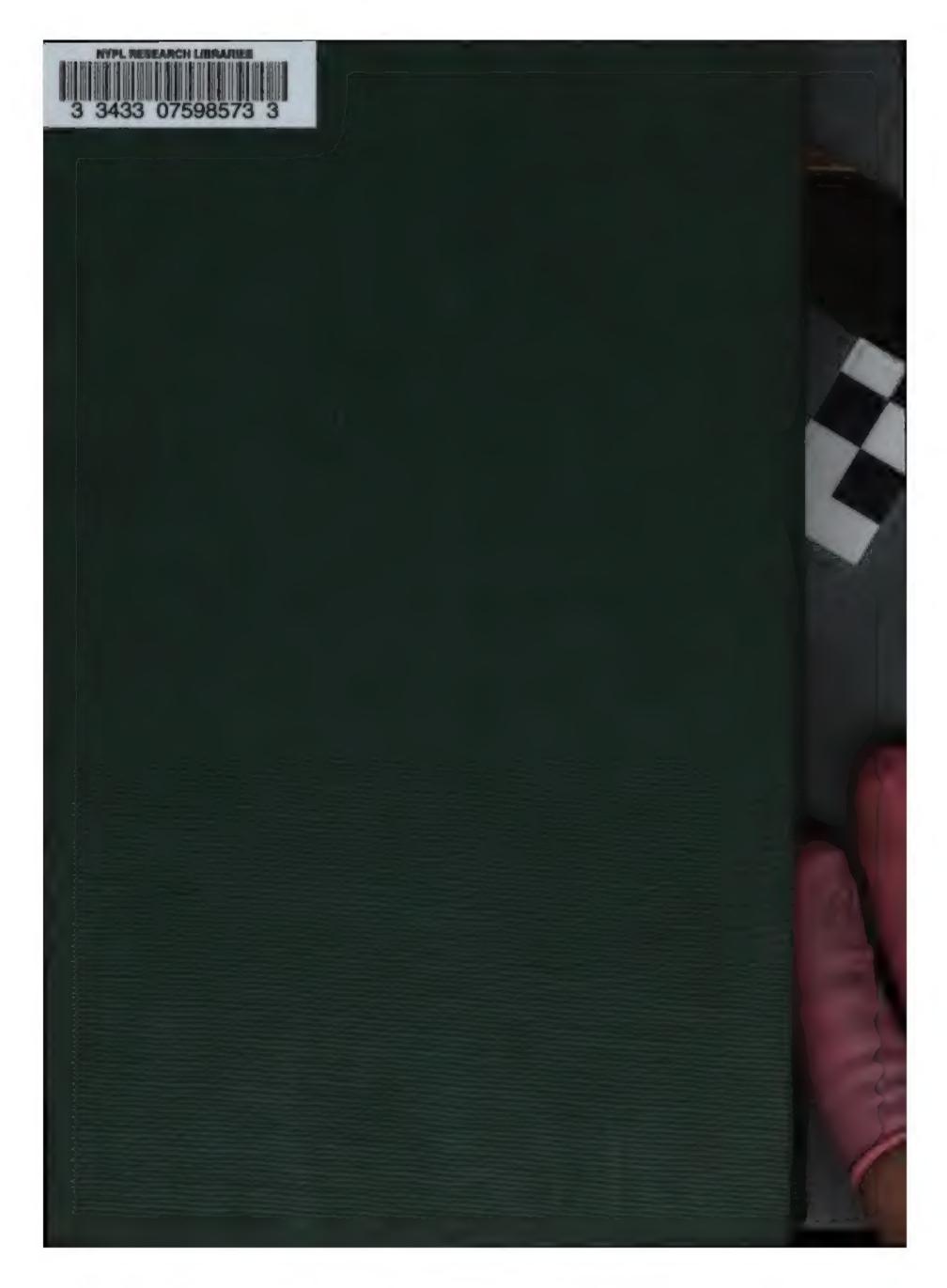
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A COUNTIET SCHOOL HOUSE BEAR PARIS, HALMOIN, BUILT, UND M. C. GRANT, ARCHITECT - THERE ARE TEN OF

TWENTY-THIRD BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

OF THE

STATE OF ILLINOIS.

July 1, 1898-June 30, 1900.

SPRINGFIELD, ILL.: PHILLIPS BROS., STATE PRINTERS. 1901.

STATE OF ILLINOIS. DEPARTMENT OF PUBLIC INSTRUCTION.

State Superintendent
BOARD OF EXAMINERS FOR STATE CERTIFICATES.
1899.
Andre v M
1900.
Henry L. Boltwood
Conductors of the State Examinations.
1899.
At Springfield. At Chicago Orville T. Bright. At Freeport. At Peorla. At Urbana. At Effingham Charles L. Combs. At Carbondale. Joseph H. Freeman. Orville T. Bright. Robert W. Burton. Robert W. Burton. George R. Shawhan. Charles L. Combs.
1900.
At Springfield. At Champaign. At Normal. At Carbondale. At DeKalb. At Charleston. At Galesburg. Joseph H. Freeman. W. L. Pillsbury. Frank S. Bogardus. Joel M. Bowlby. Edward C. Page. Francis G. Blair. Ernest S. Wilkinson.

LETTER OF TRANSMITTAL.

DEPARTMENT OF PUBLIC INSTRUCTION, SPRINGFIELD, ILLINOIS, November 1, 1900.

Hon. John R. Tanner, Governor of Illinois.

SIR:—As required by law, I have the honor to submit herewith the Twenty-Third Biennial Report of the Department of Public Instruction, with accompanying documents, and the Report of the Board of Education of the State of Illinois.

Very respectfully yours,

ALFRED BAYLISS,

Superintendent of Public Instruction.

STATE OF ILLINOIS. DEPARTMENT OF PUBLIC INSTRUCTION.

State Superintendent
BOARD OF EXAMINERS FOR STATE CERTIFICATES.
1899.
Andre v M. a. poke. A. C. B. ther S. B. riugsh
1900.
Henry L. Boltwood
1899.
At Springfield. At Chicago Orville T. Bright, At Freeport. At Peorla. At Urbana. At Effingham Charles L. Combs. At Carbondale. Solvent W. Burton. George R. Shawhan. Charles L. Combs. Frank H. Colyer.
1900.
At Springfield. At Champaign. At Normal. At Carbondale At DeKalb. At Charleston. At Galesburg. Joseph H. Freeman. W. L. Pillsbury. Frank S. Bogardus. Joel M. Bowlby. Edward C, Page. Francis G. Blair. Ernest S. Wilkinson.

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Number of teachers	11
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TY-THIRD BIENNIAL REPORT OF THE SUPERIN-ENDENT OF PUBLIC INSTRUCTION—1899-1900.

tatistics summarized on the following pages continue the nal history of Illinois, as told in preceding reports. It is a progress, and furnishes abundant ground for good hope. nditions do not yet prevail. All ideals enlarge and recede as each them. But the people have been liberal—sometimes ounds of generosity—in their provisions for the education of children. With rare exceptions, public sentiment is strong teasing in strength. The army of school officials and teachthe main devoted. I shall offer only such recommendations by opinion will tend, if adopted, to strengthen the forces in operation.

SUMMARY OF STATISTICS—1899.

CENSUS OF MINORS.

' males under 21 years of age' females under 21 years of age	1, 126, 417 1, 094, 481
number of persons under 21 years of age	2, 220, 948
SCHOOL CENSUS.	
males between the ages of 6 and 21	775, 439 768, 700

ENROLLMENT.

male pupils enrolled in graded schools	
number of pupils enrolled	945, 143

DAYS OF ATTENDANCE.

	
Grand total number of days of attendance in graded schools	85, 119, 430 80, 87 4 , 995
Total	115,994,425
Average daily attendance	726, 782
SCHOOL DISTRICTS.	
Number of districts having no schools	23 25 11, 705
Whole number of districts	11,753
SCHOOL HOUSES.	
Number of stone school houses Number of brick school houses Number of frame school houses Number of log school houses	180 1,775 10,801 22
Whole number of school houses	
1.	
Number of school houses built during the year	222
PUBLIC SCHOOLS.	
Number of high schools	311 2,043 10,719
Whole number of public schools	12,762
DURATION OF SCHOOLS.	
Number of months graded schools were in session	17, 800 79, 292
Whole number of months schools were in session	97, 092
Average numbers of months schools were in session	7.6
TEACHERS.	
Number of male teachers in graded schools	2, 228 11, 405
Number of female teachers in graded schools	4,745 7,569

SCHOOL SUPERINTENDENTS.

Number of school superintendents, city or village, who spend all their time in supervision	4
two thirds of their time in annervision	5
Number of school superintendents, city or village, who spend one-half or one-third of their time in supervision	10
Number of school superintendents, city or village, who spend one hour a day in supervision	15
MONTHS TAUGHT.	
Number of months taught by male teachers in graded schools	19, 09
Number of months taught by female teachers in graded schools	106, 07 30, 55 48, 73
Whole number of months taught	204, 44
SALARIES OF TEACHERS.	
Highest monthly wages paid to male teachers	\$300 0
To female teachersLowest monthly wages paid to male teachers	280 0 12 5
To female teachers	8 0
Average monthly wages paid to male teachers	\$60 4 53 2
Average of all	\$ 50 1
DISTRICT SCHOOL LIBRARIES.	
DISTRICT SCHOOL LIBRARIES. Number of districts having libraries	4, 141
Number of districts having libraries	
	34,88
Number of districts having libraries	34,88
Number of districts having libraries	4, 141 34, 88 480, 47
Number of districts having libraries	34, 88 480, 47
Number of districts having libraries	34, 88 480, 47 78 73, 55
Number of districts having libraries. Number of volumes bought during the year for district libraries. Whole number of volumes in district libraries. PRIVATE SCHOOLS. Number of private schools. Number of male pupils in private schools. Number of female pupils in private schools.	34, 88 480, 47 78, 55 71, 60

ILLITERACY.

Number of persons between the ages of twelve and twenty-one years unable to read and write and the cause of such inability as reported.

digence of parents	1
l-health eakness of mind	
chools inaccessible	
eglect of parentsutes	5
artially blind	
oreign birth. lind, idiotic and insanenknown and other causes	
hole number of males.	{{2}}
hole number of females	2
Total	

This report of illiteracy is untrustworthy, many of the counties not reporting any illiterates at all.

FINANCIAL REPORT.

THE DISTRIBUTABLE FUND.

$m{Dr}$.	
Balance July 1, 1898 Income of township fund Received from county superintendents Miscellaneous	\$249, 964 09 827, 025 65 *946, 797 40 5, 458 44
Total	\$2,029,240 58
Cr.	
Incidental expenses of trustees and treasurers Paid for publishing annual statement Compensation of treasurers Added to principal of township fund Distributed to districts Miscellaneous expenditures Balance on hand June 30, 1899	4,899 46 152,816 04
Total	2,029,240 58

DISTRICT ACCOUNTS.

RECEIPTS.	
Balance on hand July 1, 1898 Received from distribution of trustees. Special district taxes received Loans of district funds paid in Amount received from pupils paying tuition. Amount received from sale of school property. Amount received from sale of district bonds issued for building purposes. Amount received from treasurers of other townships. Amount received from pupils transferred. Miscellaneous receipts Errors in balances reported by township treasurers in 1898 Total amount received during the year ending June 30, 1899	15, 614, 150 43 147, 794 93 92, 942 05 18, 674 15 598, 028 85 138, 422 69 4, 192 29 355, 621 43 7, 100 71

^{*}This item includes State tax, income of State school fund, etc.

EXPENDITURES.		
mount paid to male teachers in graded schools	\$1,857,582 1,152,065 6,726,298 1,554,478	28 90
Total amount paid teachersaid for new school houses	\$11, 290, 425 1, 677, 313 194, 007	62
aid for repairs and improvements	1, 169, 135 173, 646 76, 042	91 77
aid for books for poor children	48, 338 50, 786 1, 788, 528 117, 134	39 58
aid interest on district bonds	258, 131 649, 196 5, 261	18 07
iscellaneous expendituresrrors in balances reported last year	620, 163 4, 402	61 88 —
Total expenditures for year ending June 30, 1899istrict funds loanedalance on hand June 30, 1899	45, 823 4, 585, 741	05
Total expenditures and balances	\$22,885,545	18
DISTRICT TAX LEVY, MADE AUGUST, 1898. mount of district tax levy for support of schools	. 814, 981, 521	 97
TOWNSHIP FUND.		
	4	
mount loaned on real estate security	3, 342, 982 305, 903 7, 914, 951	04 62 60 25
mount loaned on real estate security	3,342,982 305,903 7,914,951 1,658,899 456,381	04 62 60 25 39
mount loaned on real estate security	3,342,982 305,903 7,914,951 1,658,899 456,381	04 62 60 25 39
mount loaned on real estate security. mount of school bonds held. stimated value of 16th section lands held. stimated value of other lands held. ash on hand belonging to the township fund. Total amount of the fund. SCHOOL LANDS.	3, 342, 982 305, 903 7, 914, 951 1, 658, 899 456, 381 315, 476, 225	04 62 60 25 39 79
mount loaned on real estate security. mount of school bonds held. stimated value of 16th section lands held. stimated value of other lands held. ash on hand belonging to the township fund. Total amount of the fund. SCHOOL LANDS.	3, 342, 982 305, 903 7, 914, 951 1, 658, 899 456, 381 315, 476, 225	04 62 60 25 39 79
SCHOOL LANDS. Tumber of acres of school lands sold during the year	3, 342, 982 305, 903 7, 914, 951 1, 658, 899 456, 381 \$15, 476, 225 \$117, 959 204, 150 13, 339	04 62 60 25 39 79
mount of school bonds held. Istimated value of 16th section lands held. Istimated value of other lands held. Istimated value of other lands held. Istimated value of other lands held. Interest received from loans on personal security. Interest received from loans on real estate security. Interest received from school bonds.	3, 342, 982 305, 903 7, 914, 951 1, 658, 899 456, 381 \$15, 476, 225 \$117, 959 204, 150 13, 339 491, 575	04 62 60 25 39 79
mount of school bonds held. stimated value of 16th section lands held. stimated value of other lands held. ash on hand belonging to the township fund. Total amount of the fund. SCHOOL LANDS. Inmber of acres of school lands sold during the year. Income of acres remaining unsold et proceeds of 16th section lands sold during the year. Income of Township fund.	3, 342, 982 305, 903 7, 914, 951 1, 658, 899 456, 381 \$15, 476, 225 \$117, 959 204, 150 13, 339 491, 575	04 62 60 25 39 79
mount of school bonds held stimated value of 16th section lands held. stimated value of other lands held. ash on hand belonging to the township fund. Total amount of the fund. SCHOOL LANDS. Inmber of acres of school lands sold during the year. Inmber of acres remaining unsold. Iet proceeds of 16th section lands sold during the year. INCOME OF TOWNSHIP FUND. Interest received from loans on personal security. Interest received from school bonds. Interest received from school bonds. Interest received from real estate Interest received from real estate Interest received from school bonds. Interest received from real estate	3, 342, 982 305, 903 7, 914, 951 1, 658, 899 456, 381 	04 62 60 25 39 79

ESTIMATED VALUE OF SCHOOL PROPERTY.

stimated value of school buildings and grounds Istimated value of school libraries	49, 138, 724 (501, 041 (702, 545 (
SCHOOL DEBT.	
Amount of bonded school debt	\$5,954,203
HIGH SCHOOLS.	
Number of male pupils enrolled in first year class	9.23
Number of female pupils enrolled in second year class. Number of male pupils enrolled in third year class. Number of female pupils enrolled in third year class. Number of male pupils enrolled in fourth year class. Number of female pupils enrolled in fourth year class. Number of male pupils enrolled in fifth year class. Number of female pupils enrolled in fifth year class.	6, 83 2, 63 4, 53 1, 50 8, 13
Whole number of male pupils enrolled for the year	
Total number enrolled	38,6
Number of male pupils graduated	1,5° 3,1°
Total number of graduates	4.70
High school districts under special laws	19
Total	3
ligh schools with a course of study of three years	2
ligh schools in session six months	1
ligh schools in session nine months	1
Number of teachers employed	\$300 10 \$166, 960
Amount of teachers' wages	\$1,119,539 \$28 33 32
Cost per pupil on average enrollment for tuition and incidental expenses Number of high schools having separate buildings	\$2.801,060
Number of volumes in libraries	152, 9 \$287, 229

^{*}Of this number 14 are in the city of Chicago.

COUNTY SUPERINTENDENTS' REPORTS.

Places of examinations. Number of examinations.	236 970
Number of males examined	6, 140 11, 852
Total number examined	17, 992
First grade certificates issued to males examined. Second grade certificates issued to males examined. First grade certificates issued to females examined. Second grade certificates issued to females examined.	857 3,510 1,016 7,140
Male applicants rejected	1,785 3,684
Total number rejected	5.469
First grade certificates renewed. Second grade certificates renewed. Different schools visited. Schools visited more than once. Schools not visited at all during the year. Ungraded schools not visited. Per cent of ungraded schools not visited. Average number of hours spent in each school visited.	1,537 5,870 10,890 3,288 1,548 1,196
Days spent in school visitation. Days spent in examination Days spent in institute work. Days spent in office work. Days spent in other official duties.	11, 384 3, 122 722 11, 559
Whole number of days' service	28,604
Number of public addresses delivered by county superintendents	390 110 585
Number of persons entitled to attend free	16, 272 1, 131
Whole number of different persons enrolled	17, 403
Number of public lectures delivered by others than the county superintendents. Teachers' meetings held in county (district or township) other than institutes	455 1,067

FINANCIAL REPORT.

DISTRIBUTABLE FUND.

Dr.		
Balance July 1, 1898, for distribution Balance July 1, 1898, distributed, but not paid over Balance July 1, 1898, for other purposes— From State Auditor. Income of county fund. From fines and forfeitures. Other receipts	931, 581 7, 928 9, 331	23 66 10 81
Total	\$978, 852	26
Cr.		
Paid township treasurers. Commissions charged. Amount paid for examinations of teachers. Other expenditures. Balance on hand June 30, 1899. held for distribution. Balance on hand June 30, 1899, distributed but not paid over.	1,727 8,120	20 63 41 77
	\$978,852	_

COMPENSATION.

Amount of per diem compensation from State Auditor. Amount of per diem expenses from State Auditor. Amount of commissions on moneys paid treasurers. Amount received as commissions on moneys loaned. Amount received as commissions on sales of school lands.	11, 453 00 18, 946 67 1, 126 06 64 99
Total compensation	\$145,542 72

INSTITUTE FUNDS.

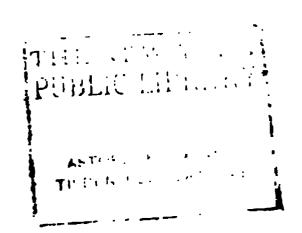
Dr.	
Balance of institute funds proper reported on hand July 1, 1898 From men who received first grade certificates. From women who received second grade certificates. From women who received second grade certificates. From men rejected. From women rejected. From renewals of first grade certificates. From renewals of second grade certificates. From registration fees.	\$20,533 35 857 00 1,016 00 3,510 00 7,158 00 1,786 00 3,684 00 1,537 00 5,870 00 1,131 00
Total of institute funds proper from fees. Balance of funds from any other sources reported— Held for institute purposes July 1, 1898. From county boards for support of institutes. From teachers (not institute fees) for institutes From other sources for institutes.	\$47,081 \$5 1,038 25 295 00 2,286 90 1,156 66
Total from all sources for institutes	951,868 25
Cr.	
Paid institute conductors and instructors from institute fund proper	\$22,832 48 1,057 55 4,694 16
Paid incidental expenses of institutes from institute fund proper	
Total paid from institute fund proper for year ending June 30, 1899 Paid institute conductors and instructors from other institute funds Paid institute lecturers from other institute funds Paid incidental expenses of institutes from other institute funds	\$28,584 19 1,495 25 \$9 20 308 96
Total paid from institute fund proper for year ending June 30, 1899. Paid institute conductors and instructors from other institute funds. Paid institute lecturers from other institute funds. Paid incidental expenses of institutes from other institute funds. Total payments from institute funds for year ending June 30, 1899. Commissions received by county treasurers. Balance of institute fund proper on hand June 30, 1899, being in the hands of the county treasurers.	1,495 25 89 20 308 96 \$30,427 60 82 78 21,082 65
Total paid from institute fund proper for year ending June 30, 1899 Paid institute conductors and instructors from other institute funds Paid institute lecturers from other institute funds Paid incidental expenses of institutes from other institute funds Total payments from institute funds for year ending June 30, 1899 Commissions received by county treasurers	1,495 25 39 20 308 96 \$30,427 60 82 78

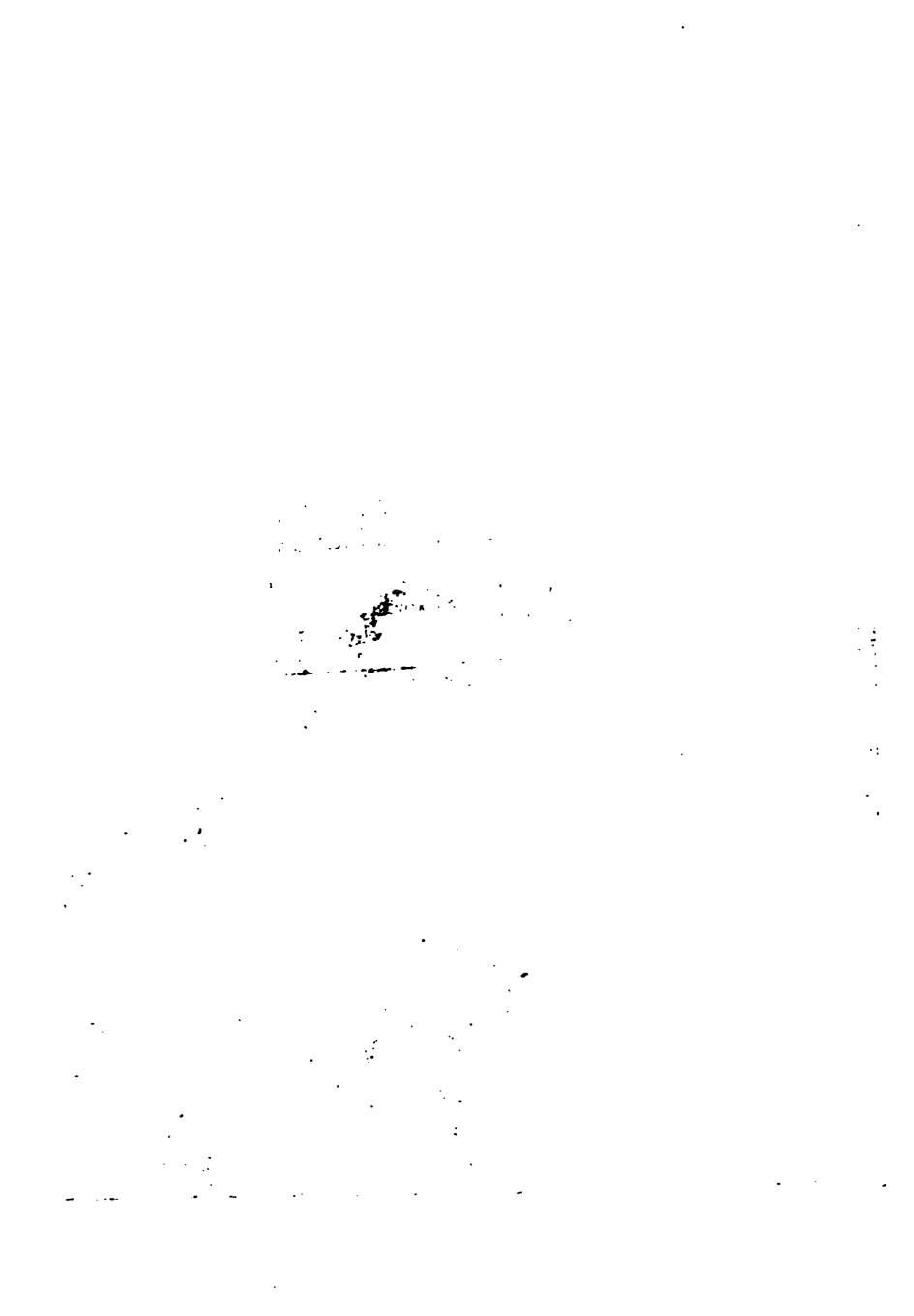
SUMMARY OF STATISTICS FOR 1900.

CENSUS OF MINORS.

Males under 21 in 1900	1, 130, 253 1 127, 383
Increase in two years	2,871
Females under 21 in 1900	1, 110, 091 1, 091, 933
Increase in two years	18, 158
Whole number under 21 years in 1900	2, 219, 316
Increase in two years	21, 029 740, 090









CENSUS OF PERSONS OF SCHOOL AGE.

		TO! NOO
		784, 038 752, 813
	. -	31,225
	• • • • • • • • • • • •	1,525,442
	• • • • • • • • • • • • • • • • • • • •	63, 453 578, 04 4
 1	1900.	1898.
	303, 024	291, 599
11, 425	309, 361	294, 444
 26,342	612.386	586, 048
	180, 768	155,036
2,326	165, 758	168, 084
6,594	846, 037	353, 120
1900.	1898.	1880.
958, 911	939, 163	704, 041
483, 792 475, 119	476, 635 462, 528	362, 733 341, 308
60.3	61.5	69.0
NCE.		
1900.	1898.	1880.
737, 576	729, 227	431, 638
	11. 425 14, 917 26, 342 4, 266 2, 326 6, 594 6, 594 483, 792 475, 119 60.3 NCE.	303, 024 309, 361 14, 917 612, 386 26, 342 180, 768 165, 758 2, 326 346, 037 1900. 1898. 483, 792 476, 635 475, 119 462, 528 60.3 61.5

	1900.	1898.	188
Per cent of children enrolled in daily attendance	76.9	77.6	
school	123.3	123.2	

DAILY ATTENDANCE,

Days attendance in graded schools	483, 499 823, 838	83, 982, 150 31, 746, 165	•••••
Total days of attendance	, 307, 337	115, 728, 315	64,74

SCHOOL DISTRICTS.

	1900.	1898.	1
Districts having no school	19	17	
Increase in two years	96	28	
Increase in two years	11,656	11,575	_1
Total number of disticts	11,771	11,620	1
Increase in two years			

SCHOOL HOUSES.

	1900.	1898.	11
Number of stone school houses	187 1, 804 10, 796 22	189 1,812 10,709	!
Total Increase in two years	12,809	12,740	1

*HIGH SCHOOLS.

	1900.	1898.	188
Number of high schools	321	299	

^{*} Tables of high school statistics may be found elsewhere in this report.

TEACHERS.

It should be remembered that in this report, as in the school reports of this State which have preceded it, the number of schools is reckoned as the number of buildings occupied by schools. If, as is done in the school reports of many states, the number of schools were reckoned as the number of rooms occupied by teachers, with pupils in their charge, the number would be increased from 12,797 to 23,902. Schools with two or more teachers are called graded schools, and the term "graded school," as used in this report, includes the high schools.

	1900.	1898.	1880.
Number of graded schools	2,082	2,010	1 031
Number of ungraded schools	10, 715	10,723	10, 933
Total number of schools Increase in two years Increase in twenty years 833	12, 797	12,733	11,964

DURATION OF SCHOOLS.

	1900.	1898.	1880.
Months graded schools were in session	18, 028	17, 142	8, 669
Increase in two years	79, 783	79, 146	76, 370
Months schools were in session	97,811	96, 288	85,039
Increase in two years	7.6	7.5	7.1

In some of the states, each room with its teacher and pupils, instead of each building, is counted as a school. If this were the way of counting in our State, the average length of the school term in months would be lengthened; because the longer terms of graded schools, if counted for each of the rooms, instead of being counted only once for each building, would increase the figures of the general average.

NUMBER OF TEACHERS.

	1900.	1898.
Number of male teachers in graded schools	11,848 4,604	2,079 10,960 4,639 7,589
Number of male teachers	6, 950 19, 363	6, 718 18, 549
Whole number of teachers	26,313	25, 267
Increase in number of male teachers in two years	232 814	
Increase in number of teachers in two years	1,046	\

In this report the aim has been to give the number of persons actually employed as teachers in the State. When the same person has taught two or more schools in the course of the same year, that fact has been considered, and such person has been counted as one, and not as two or more, as has been done in the reports of Illinois sometimes, and as is done yet, frequently, in the reports of other states. A similar computation in this report would show a total of 26,964 teachers in Illinois.

CITY SUPERINTENDENTS.

	1900.	1898.
Number who spend all their time in supervision. Number who teach one-third of their time. Number who teach two-thirds of their time. Number who spend one hour a day in supervision.	106	46 110 78 157

MONTHS TAUGHT IN GRADED SCHOOLS.

	1900.	1898.
By male teachers. By female teachers.	20, 039 110, 156	18, 254 120, 244
Total	130, 195	120, 498

INCREASE IN TWO YEARS IN NUMBER OF MONTHS TAUGHT.

By male teachers	1,785 7,912
Total increase	9,697

MONTHS TAUGHT IN UNGRADED SCHOOLS.

	1900.	1898.
By male teachers	30, 410 49, 453	30, 935 48, 175
Total	79,863	79, 110

Decrease in number of months taught by male teachers	525 1,278
Total increase	753

WHOLE NUMBER OF MONTHS TAUGHT.

	1900.	1898.
By male teachers. By female teachers	50, 449 159, 609	49. 189 150, 419
Total	210,058	199.606
Increase in number of months by male teachers in two years	1, 260 9, 190	
Total increase in two years	40, 450	

WAGES PAID.

	1900.	1998.	1580.
Highest monthly wages paid male teachers. Highest monthly wages paid female teachers. Lowest monthly wages paid male teachers. Lowest monthly wages paid female teachers. Average monthly wages paid male teachers. Average monthly wages paid female teachers.		\$300 00 280 00 12 00 12 00 60 87 51 84	\$235 00 165 00 10 00 10 00 41 92 31 80

DISTRICT SCHOOL LIBRARIES.

	1900.	1898.	1880.
Number of districts reporting libraries Number books bought. Whole number of books in libraries Increase in number of books in two years Increase in number of books in twenty years		3, 915 43, 161 430, 581	57,726

PRIVATE SCHOOLS.

	1900.	1898.	1880.
Number reported	965 157 304	808	661
Number of male pupils	69,410 73,086		
Whole number of pupils	142, 496	143, 295	60, 440
Decrease in two years	799 82, 056	••••••	
Number of male teachers	1, 297 2, 589		
Whole number of teachers	3,886	3. 868	1,497
Increase in two years	20 2, 389		

NUMBER OF PERSONS BETWEEN THE AGES OF 12 AND 21 YEARS UNABLE TO READ AND WRITE, AND CAUSES THEREFOR.

:		2	3	4	5	6	7	8	9	10	11	12	18
YEAR.	Indigence	III-bealth	Mental weakness	Inaccessibility of	Negligence of par-	Mutes	Blind or partially	Foreign birth	Idiotic and insane.	Other causes	Males	Females	Total
1900	57, 440 326	100 399 214	164 311 356	30 78 176	271 828 2,563	85 296 58	195	36 714 39	56 120	72 840 801	515 1,834 2,360	429 2,782 1,695	936 3, 706 4, 045

This report of illiteracy is untrustworthy, many of the counties not reporting any illiterates at all.

FINANCIAL REPORT.

THE DISTRIBUTABLE FUND.

To this fund belong all moneys received by the treasurer, and held for the payment of the incidental expenses of his office and his salary, the remainder being distributed by the trustees in April and October, and passed to the credit of the districts.

Dr.	
Balance July 1, 1809	\$267, 578 \$9 900, 183 94 *925, 285 67 10, 267 20
Total	\$2,109,815 40
Cr.	
Incidental expenses of trustees and treasurers Paid for publishing annual statements Compensation of treasurers Added to principal of township fund Distributed to districts Miscellaneous expenditures Balance on hand June 30, 1900.	\$11, 158 77 5, 460 06 153, 775 87 1, 696 01 1, 543, 522 77 9, 281 91 879, 418 59
Total	\$2,103,315 49

For a comparison with former years these items are selected:

	Zamings:	1899.	1890.
Incidental expenses Publishing annual statements Compensation of treasurers	5,460 08	\$12, 197 23 5, 372 92 158, 841 13	\$12,901 76 6,073 92 153,847 28

[&]quot;This item includes State tax, income of school fund, etc.

•

• • •

ald for be	ooks for li	braries, 1900.			*********		2	3, 425 (
**		·· 1890.						6,940 (
44	**	" 1890.						7. 336 7
hid for be	ooks for p	oor shildren.	1900				2	5, 953 (
		,	1890			***********	4	2,491 4
6.0	4.6	4.1	1880				3	1.410 !
otal erne	nditures i	by districts, 1	200				18.16	7. 219
******	1.	1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1	90				12 13	7, 281
**	4.6	** 1	90					1.941
mount of	bonded d	lebt of distric	ts. 1900				6.56	4,929
			1RM				4.28	8,506 8
b B	4.6	14	1995			· · · · · · · · · · · · · · · · · · ·	2 40	6, 304
mount w	scalwad fro	om bonds insi	and 1900	**********	******		59	0.769
minne re	rous rou as							3, 918
4.6	**	• •	UM					9.837
ed on pr	designal of	bonds, 1900			**********		BR.	9.976
wid on br	incipal or	1900					45	7,551
	6.0	1990	• • • • • • • • • • • • • • • • • • • •	**********				7.850
Patri Intan	est on bor	de 1900				· · · · · · · · · · · · · · · · · · ·	99	9,704
wid intel	GA+ OR DOT	11000						0,880
44		44					- Am	6. 221
		1006					444	O'SET

The cost to the people of maintaining the public schools of the State, and the other educational institutions of the State, which are allied to the public school system, may be estimated as follows:

Total expenditures by districts		\$18, 167, 219
Paid other treasurers, which is only a transfer	9, 610 01	
Paid on bonds refunded—low estimate	150,000 00	300, 356 1
Net expenditures by districts		163,776 J
Incidental expenses of county superintendents, including salary of assistants. County appropriations for institutes. Expenses of State superintendency. State appropriation for Illinois State Normal University— Current expenses.		1 365 0
Current expenses	\$39,283 13 5,890 00	44, 673 1
Southern Illinois Normal University— Current expenses. Improvements	\$38,006 85 5,375 00	
Northern Illinois Normal School— Current expenses Buildings and improvements	\$%3,000 00 98,236 00	
Eastern Illinois Normal School— Current expenses	\$33,000 00 46,000 00	
University of Illinois— Current expenses Buildings and improvements	\$165,290 00 164,600 00	
Total		\$329, 200 0 \$18,646, 062 1
To meet this we have—		
Income of funds held by the State. Income of county funds. Income from fines and forfeitures Income of township funds Income from tuition fees. Income from sale of school property Income from sale of bonds issued in addition to the refunding bor	ids already	\$69, 924 4 8, 484 8 15, 425 8 900, 183 8 100, 489 8 21, 567 8
deducted	•-	590,769
Total		\$1,796,796 1

• •

; J.

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Deducting the sum of these leaves a balance of \$17,139,267.26, which is met by taxation. This amount is 1.79 per cent on the assessed value of the property of the State, as fixed by the State Board of Equalization.

But this is not the whole of our expenditures for schools. The Illinois Institution for the Education of the Deaf and Dumb, the Illinois Institution for the Education of the Blind, the Illinois Asylum for Feeble-Minded Children, and the Soldiers' Orphans' Home are institutions of an educational rather than of a custodial character, and they may properly be considered a part of the public school system of the State. Besides, when the cost of the school system to the people is considered, it should be remembered that the assessment and the collection of taxes are made at considerable expense, amounting, probably, at a low estimate, to 3 per cent. on the amount collected.

There must be added, then, to the amount given above. Expended by the Institution for the Deaf and Dumb. Expended by the Institution for the Blind. Expended by the Institution for the Feeble-Minded. Expended by the Soldiers' Orphans' Home.	\$17, 139, 267 26 122, 396 94 69, 760 33 222, 367 45 86, 418 19
Total	529, 266 00
Total	818, 171, 486 17

This last sum is approximately the whole amount of money raised by taxation and expended directly and indirectly in support of public schools, and is 1.90 per cent on the assessed valuation of the property of the State.

If to this amount. We add again the amount received from other sources as noted above And the income of the funds of the University of Illinois, held by the State	\$18, 171, 466 17 1, 706, 785 11 41, 457 51
We have a grand total of public moneys expended for public schools this last school year.	\$19,919,708 79

Estimated value of school property-

		-
School buildings and sites	585, 580	00
Total	\$47, 817, 069	00
This does not include the value of the buildings, grounds, apparatus and libraries held by the State educational institutions. The estimated value of these is:		
Illinois State Normal University Southern Illinois Normal School Eastern Illinois Normal School University of Illinois Institution for the Deaf and Dumb Institution for the Blind Institution for the Feeble Minded Illinois Soldiers' Orphans' Home	400,000 300,000 220,000 1,965,000 474,000 270,000 447,000	00 00 00 00 00 00
Total	\$51,408,000	a

Which is the total value of the property belonging to the public schools and the State educational institutions, not including permanent funds.

TOWNSHIP FUND.

CASH ACCOUNT.

——————————————————————————————————————	···········	
Dr.		
Cash on hand July 1, 1899 Beceived from investments paid off Received from sales of real estate Added from distributable fund Cash additions from other sources		18,884 5
Total	••••••	\$1,416,609
Cr. Loans made		1.877 8
Total		564, 977
INVESTMENT AND REAL ESTATE AC		
Loans, bonds and real estate July 1, 1899		\$15,019,844 6 298,197 3 521,383 9 28,900 0 3,000 0 7,618 8
Total Deduct loans on personal security paid off or put into real estate Deduct loans on real estate paid off or put into real estate Deduct bonds paid off. Deduct real estate sold. Deduct depreciation in loans on real estate Deduct depreciation in loans on personal security Deduct depreciation in value of real estate.	\$362, 936 25 528, 139 49 35, 844 61 18, 884 51 195 12 4, 201 31	\$15, 878, 943 \$
Loans, bonds and real estate June 30, 1900		\$14, 928, 433 91, 410
BALANCE SHEET.		
Dr. Cash on hand July 1, 1899 nvestments and real estate July 1, 1899 Cash additions ncrease in value of investments and real estate		\$456, 381 (15, 019, 844 (15, 542 (9, 490 (
Total		\$15.501,258
Cr. Loans on personal security Loans on real estate Bonds Sixteenth section lands Other lands Losses of cash Losses on investments and real estate		\$1, 672, 522 3, 879, 103 306, 492 7, 915, 383 1, 656, 196 1, 877 4, 705
Cash on hand June 30, 1900	,	564, 977 815, 501, 258

Deducting Losses we have:

		1900.	1699.
Township fund Increase in two years		\$15, 494, 675 40 17, 217 96	\$15.479,457 42
INCOME. Interest on loans on personal security. Interest on loans on real estate Rents of real estate Interest on bonds		117,431 56 208,176 26 561,086 66 13,459 46	464 082 78
Total		\$900, 183 94	1812.302 78
	1900.	1890.	1890.
Total income	\$900 , 168 94	\$642, 22 7 87	\$ 615,259 51

The income of the township fund in 1900 is a little more than 5.81 per cent. of the total fund, and is a little more than 4.95 per cent. of the expenditures by school districts.

HIGH SCHOOLS.

	1900.	1896.
No. of male pupils enrolled in the first-year class. No. of female pupils enrolled in the first-year class. No. of male pupils enrolled in the second-year class. No. of female pupils enrolled in the third-year class. No. of female pupils enrolled in the third-year class. No. of male pupils enrolled in the fourth-year class. No. of male pupils enrolled in the fourth year class. No. of female pupils enrolled in the fifth-year class. No. of male pupils enrolled in the fifth-year class. No. of female pupils enrolled in the fifth-year class. Whole number of male pupils enrolled.	6, 332 9, 072 4, 003 6, 463 2, 749 4, 869 1, 604 3, 168, 300 14, 936 23, 822	6, 172 8, 548 4, 063 6, 096 2, 460 4, 369 1, 317 2, 637 109 2(1 14, 111 22, 063
Total	38, 758 82, 577 1, 698 3, 250	36, 164 31, 763 1 538 2, 803
Total High schools in districts under Special Law High schools in districts under the General Law Township high schools under the General Law Township high school under the Special Law High schools in districts with boards of directors under the General Law	4,948 36 201 16 1 65	4,341 52 180 13
Total High schools with course of study of three years. High schools with course of study of four years. High schools with course of study of flvs years. High schools in session seven months. High schools in session seven and one-balf months. High schools in session eight months. High schools in session eight and one half months. High schools in session nine months. High schools in session nine months. High schools in session nine and one-half months. High schools in session ten months.	321 98 224 4 6 2 114 19 126 11	299 69 204 6 6 1 96 20 118 8
Number of teachers employed Highest monthly wages paid Lowest monthly wages paid Lowest monthly wages paid Amount of incidental expenses Amount of teachers' wages Cost of pupil enrolled for tuition Cost of pupil enrolled for tuition and incidental expenses. Cost of pupil on average enrollment for tuition Cost of pupil on average enrollment for tuition and expenses. Number of high schools having separate buildings	1, 403 \$850 00 15 00 214, 887 57 1, 136, 886 85 29 33 34 66 34 89 41 47	1, 222 \$300 00 20 00 124, 977 83 1, 612, 647 99 28 00 81 45
Estimated value of such buildings, grounds and furniture Number of schools reporting libraries Number of volumes in libraries Value of libraries and apparatus Amount of endowments	309 166, 695	\$2,655,852 00 296 141,625 \$272,382 0

The high schools in Chicago have been counted in previous reports as belonging to this

GRADED AND UNGRADED SCHOOLS COMPARED.

	1900.	1898.
Per cent of schools graded	16 2	15,8
Per cent of schools ungraded	83.8	84.2
Average terms of graded schools (months)	8.6	8.5 7.3
Average terms of ungraded schools (months)	7.4 52.8	7.3 50.3
Per cent of teachers employed in graded schools	47.2	50.3 49.7
Per cent of months taught in graded schools	61.9	60.3
er cent of months taught in ungraded schools	38.1	39.7
Per cent of pupils enrolled in graded schools	63.9	62.4
Per cent of pupils enrolled in ungraded schools	36.1	37.0
Per cent of whole number of days' attendance credited to graded		
schools	73.9	72.6
Per cent of whole number of days' attendance credited to un-	26.1	27.0
graded schools	20.1	21.4
approximate	79	80.2
Per cent of children enrolled in ungraded schools in daily at-	1	
tendance, approximate	57.2	58.5
Average number of days each pupil enrolled in graded schools at-		•
tends school	142.8	143.3
Average number of days each pupil enrolled in ungraded schools	90	00.0
attends school	89	89.8

AVERAGE MONTHLY WAGES.

	1900.	1898.
Of male teachers in graded schools	\$93 83 38 21 61 57 32 18	\$95 96 40 38 61 11 32 15

COST OF TUITION PER PUPIL.

	1900.	1898
In graded schools on enrollment	\$14 14 7 95	\$13 64 7 92

COST PER PUPIL PER DAY FOR TUITION.

	1900.	1898.
In graded schools	\$0 0 99 0 89	\$ 0 095 068

COST PER CHILD

ON SCHOOL CENSUS.

	1900.	1890.	1880.
For tuition On amount raised by local taxes On amount raised by local and State taxes On total expenditures	10 01	\$6 20 7 58 8 51 10 43	6 61

ON ENROLLMENT.

ON ENROLLMENT.			
	1900.	1890.	1890.
or tuition	\$11 90 16 59	\$9 26 11 34	\$ 6 51
In amount raised by local and State taxes	17 63 18 94	12 72 15 51	9 49 10 41
ON AVERAGE DAILY ATTENDANCE.			
-	1900.	1890.	1880.
or tuition	\$15 48	\$13 90	\$10 6
or tuition On amount raised by local taxes	21 57 22 92	16 40 18 40	15 48
On to al expenditures	24 63	22 54	16 9
Or, grouping the same in another way—			
FOR TUITION.			
•	1900.	1890.	1880.
On persons of school age. On enrollment. On average daily attendance	\$7 18 11 90 15 48	6 20 9 26 13 39	\$4 5 6 5 10 6
FOR AMOUNT RAISED BY LOCAL TAXE			
	1900.	1890.	1880.
On persons of school age On enrollment On average daily attendance	\$10 01 16 59 21 57	11 34	• • • • • • •
FOR AMOUNT RAISED BY STATE AND LOCAL T	TAXES.		
	1900.	1890.	1880.
On persons of school age	\$10 64	\$8 51	\$6 6
On enrollment	17 63 22 92	12 72 18 40	9 4 15 4
FOR TOTAL EXPENDITURES.			
	1900.	1890.	1880.
n persons of school age	\$11 43 18 94	\$10 43 15 51	\$7 2 10 4
on average daily attendance	24 63	22 54	16

COUNTY SUPERINTENDENTS' REPORTS.

	1900.	1890.	1880.
Places of examination	241 902	324 1, 436	
Number of males examined	5,816 12,274	5, 781 12, 026	
Total number examined	18,090	17, 807	23.636
First grade certificates to males	3, 394 985	718 3,897 775 8,214	7,838 1,834
Male applicants rejectedFemale applicants rejected	1,558 4,074	1.169 3.033	
Total number rejected	5,632	4, 202	7. 629
First grade certificates renewed Second grade certificates renewed Different schools visited Schools visited more than once Schools not visited at all during the year Ungraded schools not visited during the year Per cent of ungraded schools not visited Average number of hours spent in each school	5,825 11,487 3,655 1,316 7(2	1,845 4,770 10,999 3,595 1,157 929 8.6 3 1	3, 233 4, 134 786 7, 867
Days spent in school visitation	3, 179 726 11, 522	11, 878 3, 540 1, 013 9, 313 1, 656	3,404 1,141
Whole number of days of service	29.432	27. 420	15.349
Number of public addresses delivered by county superintendents Whole number of institutes held by county superintendents Whole number of days of continuance of these institutes Number of persons enrolled entitled to attend free Number of other persons enrolled. Whole number of different persons enrolled. Number of public lectures delivered by others than the county superintendent	121 703 16, 439 1, 323 17, 762	133 978 13, 541 2, 061	225 1,278
Teachers' meetings held in county (district or township) other than institutes	1,451	889	693

FINANCIAL REPORT.

DISTRIBUTABLE FUND,

Dr.		
Balance, July 1, 1899, for distribution	\$8, 137 680	
From State Auditor. Income of county fund. From fines and forfeitures. Other receipts	929, 371 8, 434 15, 425 194	39 81
Total	\$962, 244	<u>@</u>
Cr.		
Paid township treasurers Amount of all commissions charged Paid for advertising examinations of teachers Other expenditures Balance June 30, 1900, for distribution Balance, June 30, 1900, distributed but not paid over	\$925, 295 19, 440 1, 194 1, 366 12, 402 2, 556	19 16 15 47
Total	\$962, 244	09

INSTITUTE FUND.

Dr.	
Balance of institute fund proper, reported July 1, 1899	\$ 21,082 6
From men who received first grade certificates	877 0
From men who received second grade certificates	3,394 0
from women who received first grade certificates	985 0
rom women who received second grade certificates	7,222 0 1,558 0
rom men rejectedrom women rejected	4, 074 O
rom renewals of first grade certificates	
rom renewals of second grade certificates	
rom registration fees	1,323 0
Total institute fund proper from fees	1
_July 1, 1899	265 2
From county board for support of institutes From teachers (not institute fees) for institutes From other sources for institutes	j 1,850 4 i
Total from all sources for institutes	\$51.003 4
Cr.	9 99 050 #6
Paid institute conductors and instructors from institute fund proper	\$23,252 6 790 9
Paid incidental expenses of institute from institute fund proper	4, 860 4
Total paid from institute fund proper for year ending June 30, 1900	\$28,904 0
Paid institute conductors and instructors from other institute funds	1,172 3
Paid institute lecturers from other institute funds	80 6
Paid incidental expenses from other institute funds	364 5
Total payments from institute funds for year ending June 30, 1900	\$30,521 4°
Commission retained by county treasurer	116 9
Balance of institute fund proper on hand, June 30, 1900, being in the hands of the	
county treasurerBalance of other institute funds on hand, June 30, 1900	20, 304 7
Dalance of other institute funds on hand, June 30, 1800	60 8
Total expenditures and balances	
Total expenditures and balances	
Total expenditures and balances	\$51,003 4
Total expenditures and balances COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor.	\$51,003 4 \$117.108 0 12,280 0
COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers.	\$51,003 4 \$117,108 0 12,280 0 18,506 5
COMPENSATION. Compenses rendered. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned.	\$117, 108 0 12, 280 0 18, 506 5 882 4
Total expenditures and balances	\$117, 108 0 12, 280 0 18, 506 5 882 4
COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned. Commissions on sales of school lands. Total compensation.	\$117, 108 0 12, 280 0 18, 506 5 882 43 5 0
COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned. Commissions on sales of school lands	\$117, 108 0 12, 280 0 18, 506 5 882 43 5 0
COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on sales of school lands. Total compensation. COUNTY FUND.	\$117, 108 0 12, 280 0 18, 506 5 882 4: 5 0 \$148, 782 1
COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned. Commissions on sales of school lands Total compensation. COUNTY FUND. Loans on personal security. Loans on real estate	\$117.108 0 12,280 0 18,506 5 882 4 5 0 \$148,782 1 \$47.304 6 95,916 0
COMPENSATION. COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned. Commissions on sales of school lands. Total compensation. COUNTY FUND. Loans on personal security Loans on real estate Bonds	\$117, 108 0 12, 280 0 18, 506 5 882 4 5 0 \$148, 782 1 \$47, 304 6 95, 916 0 500 0
COMPENSATION. Compensation Compensation County Fund.	\$117, 108 0 12, 280 0 18, 506 5 882 4 5 0 \$148, 782 1 \$47, 304 6 95, 916 0 500 0 2, 154 5
COMPENSATION. COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned. Commissions on sales of school lands. Total compensation. COUNTY FUND. Loans on personal security Loans on real estate Bonds Real estate	\$117, 108 0 12, 280 0 18, 506 5 882 4 5 0 \$148, 782 1 \$47, 304 6 95, 916 0 2, 154 5 13, 619 0
COMPENSATION. COMPENSATION. Per diem services rendered. Per diem expenses from State Auditor. Commissions on moneys distributed to treasurers. Commissions on moneys loaned. Commissions on sales of school lands. Total compensation. COUNTY FUND. Loans on personal security Loans on real estate. Bonds Real estate. Cash on hand June 30, 1900.	\$117, 108 0 12, 280 0 18, 506 5 882 4 5 0 \$148, 782 1 \$47, 304 6 95, 916 0 2, 154 5 13, 619 0 \$159, 494 2

PERMANENT SCHOOL FUNDS.

The following is a statement of the permanent school funds, the income alone of which can be expended for school purposes.

	<u> </u>	
School Fund Proper. being three per cent on the net proceeds of the sales of the public lands in the State, one-sixth part excepted		\$ 613,362 96
Surplus Revenue, being a portion of the money received by the State from the General Government, under an act of Con- gress providing for the distribution of the surplus revenue		
of the United States, and by act of the Legislature, March 4, 1837, made a part of the common school fund		335, 592 32
originally required by act of Congress to be devoted to the establishment and maintenance of a State college or university. Seminary Fund, being the proceeds of the sales of the "Seminary Lands" originally donated to the State by the General		156, 613 32
Government for the founding and support of a State seminary		59 , 838 72
1835, which provided that the teachers should not receive from the public fund more than half the amount due them for services rendered the preceding year, and that the surplus should constitute the principal of a new fund, to be		
called the "County School fund"		159, 494 27
having been donated to the State for common school purposes by act of Congress in 1818, and of additions thereto To which add value of school lands unsold and other lands.	\$5,923,095 07	
This valuation is moderate	9,571,580 33	15, 494, 675 40
received by "An act donating public lands to several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts," passed by Congress July 2, 1862—	1	
From sales of land scrip and located lands, made a State liability by act approved June 11, 1897	\$501,992 23	
		609, 992 23
Total		\$17,429,569 22

COMPARATIVE TABLES.

The figures in the first of the following tables, by comparing one county with another, show some interesting facts in regard to length of school term, per cent of children of school age enrolled, per cent of children enrolled in daily attendance, the average number of days each pupil enrolled in either the graded or the ungraded schools was in school, and in regard to the average wages of male and of female teachers. The table also shows the cost per pupil for tuition, or for teachers' wages; for amount raised by State and local taxation; and for total expenditures; the cost per pupil being shown under each head on the basis of the number of persons of school age, number enrolled, and number in daily attendance. It further shows the cost per pupil for teachers' wages each day, and the amount raised by State and local taxation on each \$100 of the taxable property in the State, as adjusted by the State Board of Equalization.

A better comprehension of the figures in this table may be had by remembering the following suggestions. A county may have a low per cent in column 3, showing the per cent of the children of school age enrolled in school, and yet, in column 4, showing the per cent of the children enrolled who were in daily attendance, and in colum 7, showing the number of days each pupil enrolled was in school, it may be far above the average. The condition of education in any county can not be judged alone by the figures in any one column, for by themselves they may be very misleading. For example, only 42.1 per cent of the children of school age in Cook county were enrolled in the public schools, that being the lowest per cent shown by any county in the State in column 3. But the per cent of pupils enrolled during the year in daily attendance, shown by that county in column 4, was 77.2, only six other counties in the State having a higher per cent of pupils in daily attendance; and the number of days which each pupil attended school, column 7, was 154.1, the next highest county being Kane, with 141.0 days, while the average for the State was 123.3.

In column 1 is shown the average term of school, and in columns 10 to 21 is shown the cost per pupil based on the census, enrollment, etc. While the figures in this column for some county may be low, it would not be just to infer that the people of that county are indifferent about their schools, without seeing in column 23 the rate at which they are taxing themselves to support public education.

By the second table a very accurate conception of the growth of the school system of the State for the last forty-five years can be had, as the statistics show the condition of the schools in many respects at intervals of five years from 1855 to 1880; and at shorter intervals since. The statistics for 1855 are so incomplete as to be almost valueless for comparison.

	-	94	90	*	I/3	40	t-s	20	•
	Averag	Averag	reboo	Per cer rolled in dai	Average papils	number s eurolled n echool.	of days	Average paid	Averag
COUNTIES.	e length of	e daily attend during the year.	nt of children of lage enrolled g the year	nt of public en during the year ly attendance	Average for graded schools	Average for ungraded schools	Average for all schools	e monthly wage: male teachers	e monthly wage: female teachers
Adams Alexander Bond Boone Brown Bureau Calbou Carroll Cass Clores Coles	2824175818581858185818581888888888888888888	Quinting times and sound times and	-						

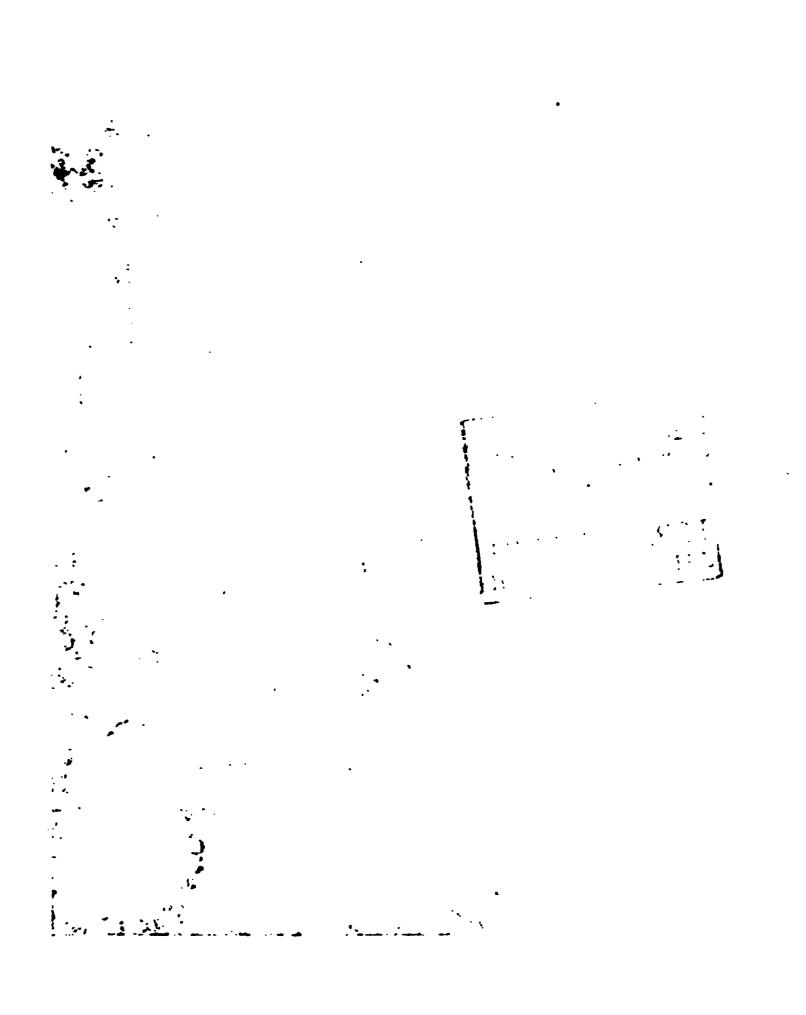
ac ontan indusor		Counties.	Preame. Junitou Laucock Lau
	-	Average length of school in days	20000000000000000000000000000000000000
metorates for	09	Average daily attend- ance during the year.	4486 - 456000000000000000000000000000000000000
TOO TOTAL THE PROPERTY OF THE	79	Per cent of children of school age enrolled during the year	· · · · · · · · · · · · · · · · · · ·
מתחוותם	→	Per cent of pupils en- rolled during the year in daily attendance	######################################
. 1	ıs.	Average for graded schools	######################################
	ф	Average for ungraded; schools	
ŀ	F	Average for all the schools	4848 9844 999 484 484 884 884 884 884 88
	ab	Average monthly wages paid male teachers	248181818284888888888888888888888888888
	Ф	Average monthly wages paid female teachers.	2010年1920年1920年1920年1920年1920年1920年1920年

	ន)06 100 100	al taxat	ised by State and iou for school pur- ich \$100 of property d by the State Board ation	株式成の砂砂砂砂砂砂砂ははははははははないできます。 は、これでは、これでは、これでは、これでは、これでは、これでは、は、できますが、は、できますが、は、できますが、は、できますが、は、できますが、は、できません。
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	31		LOCAL BY LOCAL BY CS.	On average daily attendance	######################################
d.	8		NT B	On enrollment	#3mcovoodatacontxcomtx2moc #3gagggagaggagggagggagg
1900-Continued.	19		FOR AMOI STATE	On census of per- sons between 6 and 21	\$642524552544455554555545556455564555645
900-C	18		SAPENDITURES	On average daily attendance	第2000年2月2日日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
	11	PUPIL		On enrollment	#30025252534018-014485
Statistics for	16	PER PUI	FOR TOTAL	On census of persons between 6 and 21	\$0-5-5055550000000000000000000000000000
	п	COST	SED BY JON,	On average daily attendance	にもなりにはいるなりである。 のはいないないない。 のは、ないないないないない。 のは、ないないないないないない。 のは、ないないないないない。 のは、ないないないないないないない。 のは、ないないないないないないないないないないない。 のは、ないないないないないないないないないないないないないないないないないないない
I—Comparative	11	1	FOR AMOUNT RAISED LOCAL TAXATION,	On enrollment	######################################
	18		FOR AM	On cenaus of persons between 6 and 31	######################################
Table	2		×	On average daily attendance	2000 1970 1971 100 1972 1900 1972 1900 1800 1970 1971 100 1972 1970 1970 1970 1970 1970 1970 1970 1970
	11		B Trition.	On enrollment	\$0000000000000000000000000000000000000
:	10		FOR	On census of persons between 6 and 21	#*************************************
				Counties.	Adame Alexander Bond Bond Brone Hrown Garone Charboun Christian Clinton Coles Conservation Coles

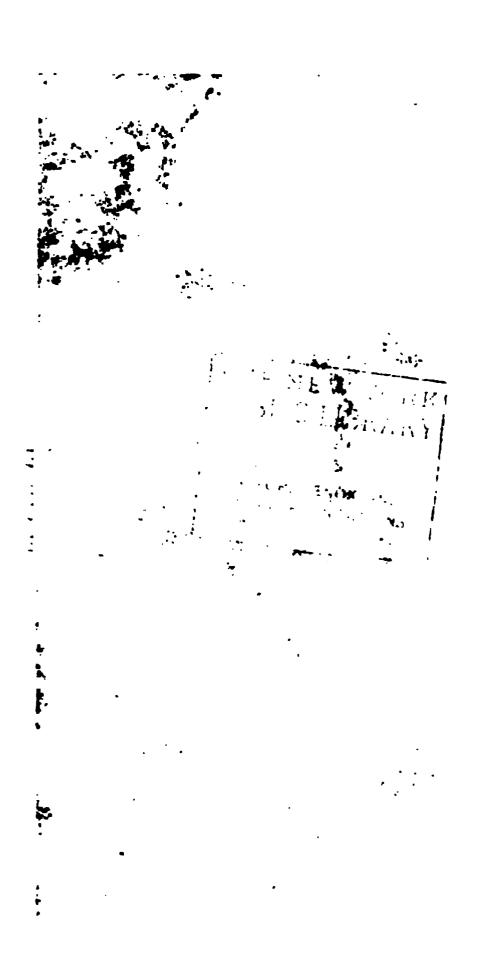
\$5555E	<u> </u>	<u>ęśjęśjęś</u>	######################################	29995555 <u>8</u>
			222222222222222	

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							COST	HE4	PUPIL.						and set sto
COUNTIES.	For	FOR TUITION.	TON.		FOR AMC	FOR AMOUNT RAISED LOCAL TAXATION.	RED BY ION.	FOR TOTAL		Expenditures.	FOR AMOU STATE TAX	AVD	RAISED BY LOCAL ION.	Per da	d local hool pur 10 of pr
	On census of persons be- tween 6 and 21	On enroll- ment		On average daily attendance	On census of persons hetween 6 and 21	On enroll- ment	On average daily attendance	On census of persons be tween 6 and 21	On enroll.	On average daily attend ance	On census of persons be- tween 6 and 21	On enroll-	On average daily attendance	y for tuition	poses on each operty as re- buState Board
Putnam Randolph Richland. Rock faland Sallne Saugamon Schuyler Schuyler Schuyler Schuyler Stark Stephenson Taxewell Onlon Vermillon Vermillon Varber White-	\$44-0-0-000-000-000-4000-000-00-00-00-00-			Exercise 2000 2000 2000 2000 2000 2000 2000 20	######################################	######################################	2008 - 20	######################################	できるようのにはの公司は下出るにのものに対すのは、 お扱いの対象の対象の対象を対象を行うない。 の場合の対象の対象の対象を対象を行うない。	が出っているようではいるいのにははは におけたものない。 におけたものない。 におけたものない。 は、 は、 は、 は、 は、 は、 は、 は、 は、 は、 は、 は、 は、	######################################	の の と の の の の の の の の の の の の の	以上の名の名はは2000年2000年2000年2000年2000年2000年2000年20	2000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
Averages	\$7 13	811 0	8	815 48	\$10 Ot	\$18 59	E21 67	\$11 43	218 94	#24 63	410 64	\$17 fct	222 02	80 096	R1 77









	83	Total No. of pupils in pri- vate schools	おればははななななななななのがありのある。 をあるのではないのできます。 をあるなるないできます。 はないないないできます。
II Comparative Statistics.	83	No. of private echools	200 - 100 -
	100	Average monthly wages paid female teachers	######################################
	8	Average monthly wages paid male teachers	\$25000000000000000000000000000000000000
	9	Lowest monthly wages paid any female teacher	246455452835352544 83848888888888888
	91	Lowest monthly wages paid any male teacher	60000000000000000000000000000000000000
	11	Highest monthly wages paid any female teacher	\$ + \$ 5 5 5 7 1 1 1 1 1 2 1 2 1 2 1 2 2 2 2 2 2 2 2
	16	Highest monthly wages paid any male teacher	5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.
	15	Total No. of teachers in public schools	######################################
	=	No. of female teachers	をおけるははははははませんではたけるは あるはないない。 あるはないはない。 あるはないはない。 あるはないはない。 あるはないはない。
	13 81	No. of male teachers	
	53	Whole No of school bouses	######################################
	=	No. of school houses built during the year	2500 2500 2500 2500 2500 2500 2500 2500
	10	Grand total No. of days of attendance	77, 886, 981 64, 886, 981 64, 634, 866 64, 634, 866 73, 89, 34 73, 89, 34 73, 89, 34 86, 78, 25 86, 78, 914 116, 728, 914 116, 728, 914 116, 728, 914
	a	Average No. months of school.	
LA	100)	No. of public high schools	88288888888888888888888888888888888888
TABLE	P=	No. of graded schools	22 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
	4	No. of public schools	**************************************
	19	No. of school districts	6,818 6,956 11,006 11,528 11,538 11,538 11,6518 11,6518 11,738
	-	Total No. of pupils en-	773 247 251 251 251 251 251 251 251 251 251 251
	ca	Total No. of persons be- tween the ages of 6 and 21	747, 670 958, 654 958, 654 958, 654 958, 556 958, 556 958
	-	Total No. of persons un- der 21 years of age	289.289.289.289.289.289.289.289.289.289.
	=	Population of the State	1, 206, 576 1, 711, 961, 2, 151, 007 2, 529, 901, 3, 077, 672 3, 528, 351
		N N N N N N N N N N N N N N N N N N N	
		P	BEECHNIES BEEN STAR

The statistics of 1656 are very incomplete.
 Number of white persons between 6 and 21.
 This decrease is estensible rather than real; it arises from pursuing a different method of ascertaining the number of teachers since 1863.

-3P. L

2689727886788928588888

Whole amount paid toachers, **1** 23 Amount paid to female teachers. EXPENDITURES. 数据数据品类或数据主题法数PBS #1,965,783 2,537,563 2,537,563 2,537,563 2,537,563 2,537,574 4,063,653 4,564,371 6,263,637 6,264,371 6,784,663 6,784,674 6,784,664 젊 Amount paid to male teachers. 욺 Total amount received during the year by school districts. Table II—Comparative Statistics—Continued. 888888866888988888 2, 199, 455 2, 199, 455 2, 199, 455 2, 199, 455 10, 119, 199 11, 199 11, 199 Ñ Amount received from district bonds during the Fear. :82ENESB82E847=84 28222128247688252 Ħ Amount of a special district taxes received. 388=87848787848886 #e68862868358888 S RECEIPTS. received from 888888888888888888 2222222222222222 ĸ Amount of income of township funds received. 88884888888888888 8847. 8827. 8827. 8828. 8628. 8688. 8688. 8688. 8688. Я State and county funds 200012222222222 21.05.00 22.22.22.25.00 22.25. Interest 8 B\$8558558555555558 z YEAR

Table II-Comparative Statistics-Continued.

1	i å∈ .1	888856585888378375
3	Total of these as penditure for the year.	8, 188, 636 6, 689 7, 531, 941 7, 531, 941 8, 606, 953 10, 532, 123 10, 532, 133 10, 532, 133 11, 533, 133 11, 533 11, 533 11
7	Amount paid on principal of dis- triet bonds.	400,002 16 617,660 06 400,002 16 617,660 06 400,002 18 781,601 16 867,864 18 867,864 18
9	Amount of interest paid on dis- trict bonds	220, 220, 220, 220, 220, 220, 220, 220,
2	Amount Daid township treasurers for nervices.	20, 25, 25, 25, 25, 25, 25, 25, 25, 25, 25
86	Amount paid for books for district libraries.	6.444444444444444444444444444444444444
55	Amount paid for stheol apparatus.	1411287138713878787 13871738713878787 8883474374978
98	Amount paid for school furniture.	24 128 128 128 128 128 128 128 128 128 128
28	Amount paid for repairs and improve-	200
3	Amount paid for sites and grounds.	######################################
22	Paid for n. w school houses including purchases.	25.6.1.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2
	YEAR	1865. 1866. 1870. 1871. 1882. 1886. 1886. 1886. 1892. 1892. 1894.

Table II—Comparative Statistics—Concluded.

2		Total compensation received during the year	20185-12128-282-281-281-281-281-281-281-281-2
12		Number of teachers' meetings held in county (district or township)	1, 087 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
28	IMOT.	Number of persons strending	
22		Number of teachers' institutes	HEEF CONTROLS CONTROLS
13	SUPERINTENDENCY	Whole number of days of official service rendered	5124445248822688 888888254555 88888888
19		Number of schools not visited at all .	4 0 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
28	County	Number of different schools visited during the year	484444669911100011111
9		Total number of cer- tificates issued	1873747743444444444444444444444444444444
3		Total number of applicants rejected	5.66.7.4.4.4.4.4.4.6.6.3.3.3.3.3.3.3.3.3.3.3.3
13		Total number of applicants examined.	25.22.22.22.22.22.22.22.22.22.22.22.22.2
89	SCHOOL	Estimated value of school apparatus.,	220 220 220 220 220 220 220 220 220 220
13	ESTIMATED VALUE OF PROPERTY.	Estimated value of school libraries	277. 277. 28. 11. 28. 12. 12. 12. 12. 13. 13. 13. 13. 13. 13. 13. 13. 13. 13
4	Estimates	Estimated value of school property - buildings, furniture and grounds.	20, 686 20, 686 20, 686 21, 712, 116 21, 712, 116 21, 882, 883 22, 882, 883 23, 882, 883 28, 883 2
22	TOWNBHIP FOND.	Principal of town- ship funds	23, 494, 651 24, 494, 651 27, 498, 651 27, 705, 631 27, 705, 705 27, 705 27
		VY 2.43.	2000 2000 2000 2000 2000 2000 2000 200

The statistics for 1865 are very incomplete.
 16th section lands included from this date, the value being based on rantal, objecty.
 Teachers' meetings and institutes not carefully distinguished up to this date.

STATE CERTIFICATES.

In accordance with the provisions of Section 2, Article VII of the School Law, State teachers' certificates have been granted to the following named teachers:

CERTIFICATES VALID FOR LIFE.

Examination—Held August 1, 2, 3 and 4, 1899.

At Chicago:
Christopher J. Byrne; date of certificate, August 19, 1899.
At Peoria:
Charles E. Knapp; date of certificate, August 19, 1899.
Ernest W Ponser; date of certificate, August 19, 1899.
At Springfield:

Mary Janet Laycock; date of certificate, August 19, 1899.

At Urbana:

Sherman Cass; date of certificate, August 19, 1899.

At Effingham:

Addie L. Healey;

Nora Mae Simmons; W. J. Sutherland;

Charles Gott;

H. C. Breese; date of certificate, August 19, 1899.

Examination—Held July 31, August 1, 2 and 3, 1900.

At Springfield:	3 4 6 440	
Edward Ewing Adams;	date of certifica	te, August 20, 1900.
George C. Baker;	••	• •
Guy W Bohannan;	4.6	• 6
L. A. Fulwider;	4.6	4.4
Thomas J. Haney;	66	4.6
Ely Laughlin;	6 i	66
Josiah Main;	46	6.6
G. W. L. Meeker;	44 .	6.6
At Urbana:		
Norman Bennett;	date of certification	ate, August 20, 1900.
James DeForrest Fouch		44
John C. Hall;	. 66	6.6
Frank L. Horn;	4.4	4.6
Grant Thornton;	6.6	6.6
Albert L. Vollborn;	66	6.6
At Normal: Jessie Jane Bullock; dat	te of certificate.	August 20, 1900.

66

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At Carbondale:
   Edward L. Blake; date of certificate, August 20, 1900.
   Mrs. Kate Chapman;
  At DeKalb:
   J. M. Wood; date of certificate, August 20, 1900.
  At Charleston:
   M. L. Fritz; date of certificate, August 20, 1900.
   Harry C. Miller;
   D. Walter Potts;
  At Galesburg:
   Gertrude E. Ross; date of certificate, August 20, 1900.
   J. A. Strong;
    Winfield Turner;
                          FIVE YEAR CERTIFICATES.
               EXAMINATION—HELD AUGUST 1, 2, 3 AND 4, 1899.
  At Chicago:
   George A. Weldon; date of certificate, August 19, 1899.
  At Freeport:
   Elzy C. Cavins; date of certificate, August 19, 1899.
   Addie L. Healey;
                          66
   Marian H. Hoadley;
    William C. Ivins;
                          44
    Gertrude E. Ross;
    W. J. Sutherland;
                          66
                                              44
  At Peoria:
   Almor S. Anderson; date of certificate, August 19, 1899.
   Frank H. Craig;
   George W. Hunt; date of certificate, August 19, 1899.
   Nora Mae Simmons; date of certificate, August 19, 1899.
  At Springfield:
   Frank S. Bogardus; date of certificate, August 19, 1899.
   Charles Henry Dorris;
                                                      66
   Josiah Main;
 At Urbana:
   John Logan Hissong; date of certificate, August 19, 1899.
  At Effingham:
   John H. Brewer; date of certificate, August 19, 1899.
   James DeForrest Foucht; date of certificate, August 19, 1899.
   Frank Gilbreath;
    Thomas Sloan Hewerdine;
   Thomas E. Higgins;
  At Carbondale:
   Edward Lewis'Blake; date of certificate, August 19, 1899.
   William Troy Felts:
                          66
                                   46
                                                6 6
                                                       66
   Mary M. Steagall;
            EXAMINATION—Held July 31, August 1, 2 and 3, 1900.
  At Springfield:
   James R. Forden; date of certificate, August 20, 1900.
   Edgar S. Jones;
   Richard Linder:
                        66
                                            44
                                 66
                                                    46
                        66
                                 66
                                            6 6
                                                    66
   Harry A. Wood;
   Charles W. Yerkes; "
                                 46
                                            4 4
At Urbana:
```

H. G. Spear, date of certificate, August 20, 1900.

Charles H. Watts; date of certificate, August 20, 1900.

Normal: [. A. Bone; date of certificate, August 20, 1900. elia Mills;
Carbondale: 7. C. Burt; date of certificate, August 20, 1900. 7. H. Pyle;
DeKalb: mes A. Hodge; date of certificate, August 20, 1900.
Charleston: J. Ferguson; date of certificate, August 20, 1900.
'illiam Fry; '' '' '' ''
ewart W. Kincaid; date of certificate, August 20, 1900.
Forge S. Morris; "" "" "" "" "" "" "" "" "" "" "" "" ""
ul number of life certificates granted in 1899 and 1900:
) women

>year certificates:
7 women
record of life certificates now stands as follows:
sued by Newton Bateman, 1861-62, 1865-74
" Samuel M. Etter, 1875-78
" James P. Slade, 1879 82 59
"Henry Raab, 1883-86
'' Henry Raab. 1891-94 12
"Samuel M. Inglis, 1895 97. 23 "Joseph H. Freeman, 1898. 23
" Alfred Bayliss, 1899-1900 34
otal
record of five-year certificates is as follows:
ssued by Richard Edwards, 1889-90, on examination
o graduates of Normal Universities
o graduates of Normal Universities
sued by Samuel M. Inglis, 1895-97, on examination
"Alfred Bayliss, 1899-1900, on examination
otal
By legislative enactment of the General Assembly of 1893, the
ctice of granting five-year certificates on graduation from the mal Universities was discontinued.
'he condition and requirements for these certificates, as agreed
n by the president of the University of Illinois, the principals of
two Normal Universities, the principals of the two Normal
ools now in operation, and the state superintendent, already
ounced for next year, are as follows:

CONDITIONS.

To furnish the State Superintendent satisfactory evidence of good character and of having taught with success, not less than three years (twenty-seven months), at least one year of which time shall have been in Illinois, and within five years from the date of examination.

FOR THE FIVE-YEAR CERTIFICATE.

The candidate must pass a satisfactory examination in the following subjects: Reading, School Management, Arithmetic, English Grammar, Geography, History of the United States, Civil Government of the United States and the State of Illinois, Algebra, Plane Geometry, Physiology, Biology and Physics.

Candidates must, to obtain the certificate, present papers in all the subjects named, and receive an average rating of at least 75 in a scale of 100. Provided that if one or more papers shall be rated by the judges at less than 70, no certificate will be issued until the candidate, at some future examination, shall have presented papers in place of them, upon the same subjects, which shall be rated at 75 or more.

FOR THE LIFE CERTIFICATE.

PLAN I.

For the Life Certificate the candidate will be examined in any sixteen of the following subjects: Reading, Arithmetic, English Grammar, English Literature, History, (both United States and General,) Civil Government, Astronomy, Botany, Chemistry, Geology, Physical Geography, Physics, Physiology, Zoology, Algebra, Geometry, Trigonometry, Latin, Greek, German, French and Pedagogy, the last named subject being included in all cases.

The average rating required for the Life Certificate is 80. The minimum is 70. Provided that if a candidate for the Life Certificate does not receive an average of 80 per cent, but does receive an average of 75 in twelve subjects, Pedagogy being one, and does not fall below the minimum in any of the twelve, he may receive the Five-Year Certificate. A candidate who receives the required rating of 80, but one or more of whose papers falls below the minimum, may receive the certificate upon presenting at some future examination, papers in the same subjects which shall be rated at 80 or more.

Holders of valid Five-Year Certificates need not be examined in any subject in which a credit of 80 or more has been obtained at a previous examination. The same rule will apply to candidates for the Life Certificate who have reached the required average for the Five-Year Certificate, but who have fallen below the minimum in one or more subjects.

PLAN II.

Graduates of the University of Illinois, or any of the Illinois State Normal schools, or teachers of seven years successful experience, two of which must have been in Illinois, whose character and skill shall be fully confirmed by direct knowledge, may receive the Life Certificate on the following terms and conditions:

- a. Notice of intention to apply for the Life Certificate under this rule must be given by the candidate to the Superintendent of Public Instruction, at least six months previous to the date of the examination.
- b. The candidate must file with the Superintendent of Public Instruction, at least 90 days before the date set for the examination, a thesis upon one of the subjects hereafter stated. If the thesis is accepted, the candidate may select any eight of the following subjects, Pedagogy being one, the examination in which will be more thorough than the examination covering the larger number of subjects.

Provided, that the average and minimum shall be as in Plan I, except that no opportunity will be given to replace papers which are rated below the minimum.

That is, each examination under this plan must be complete in itself.

Pedagogy, Arithmetic, Algebra, Geometry, Trigonometry, Astronomy, Botany, Chemistry, Geology, Physics, Physiology, Zoology, English, Latin, German, French, Literature, History, Civil Government.

THESES FOR 1901

must be filed not later than May 6, and may be offered on any one of the following subjects:

- 1. The Vacation School.
- 2. The Sanitation and Decoration of Country School Houses.
- 3. How may the County Institute be improved?
- 4. For and against the Consolidation of the Country Schools, with a consideration of the matter of Transportation.
 - 5. The value of the School Library.
- 6. For or against the proposition that at least one year's work in an approved Training School should be a preliminary qualification of all public school teachers.

The thesis should be type-written, on one side of the paper only, with a margin of one inch at the left for binding. Size of paper 8½x10 inches. The thesis should be outlined and accompanied by a bibliography of the subject considered. The length should not exceed 5,000 words.

THE NUMBER OF HOLDERS OF STATE CERTIFICATES.

The original act authorizing the granting of State certificates to teachers was passed February 22, 1861. By the act of February 16, 1865, it was amended so as to require an examination in all cases. The act of May 21, 1889, authorized the granting of five-year certificates to graduates of the State Normal Universities without examination. This act was repealed April 28, 1893. It is the purpose of this law, no doubt, to provide that teachers of proved ability and power should be able to avoid the inconvenience of a biennial re-examination—an inconvenience sometimes approaching humiliation—in order to pursue their vocation. In view of the small number who have availed themselves of its privileges, it may well be doubted whether the law has accomplished as much as was expected of it. Ten hundred and sixtyfive certificates of both grades; including those issued to graduates of the normal schools, is certainly not a large number for a period of forty years. But "the influence of this provision of the law upon teachers of the State is not to be measured alone by the number of certificates granted. Its greatest power lies in the silent, unconscious effect produced upon the many who have not yet ventured to appear as candidates—holding up a higher standard of professional excellence and reward to be obtained, and thus awakening resolutions and impelling to efforts towards personal improvement, which are not lost, even though they do not culminate in application for the diplo-This latent influence of the legal provision in question, has undoubtedly contributed much to the extraordinary impulse towards a higher culture that has become apparent among the better classes of our teachers. There is every indication that this really excellent provision of the school law will be more and more appreciated, and that the number of applicants will hereafter steadily increase, until a strong and influential body of earnest, high-toned, and accomplished teachers shall be organized by the holders of State Certificates, who will cooperate heartily in all well devised efforts for the advancement of popular education." (Newton Bateman. Seventh Biennial Report, page 85.)

It is believed that this half prophetic hope has been realized to some extent in the quality, if not in the number of teachers in service by virtue of the State Certificate. The Board of Education for the city of Streator recently indicated such a faith by a resolution fixing the monthly salary of teachers holding the five-year certificate at five dollars, and that of holders of the life certificate at ten dollars more than for other teachers in corresponding grades. The Life Certificate is a good letter of introduction to any school board in the State.

On the other hand, it is feared, that there are occasional instances of persons who do not rightly appreciate their obligations under it. A conscientious and capable county superintendent remarked to me, last summer, as I congratulated him upon the unusually large attendance at his institute, in substance: "I have every active teacher in my county, including principals and superintendents, here in this institute, and at work, save one. That one is reported to have said, in explanation of his absence, 'I hold a State Certificate and don't have to attend.'" More recently another county superintendent remarked: "I don't like these State Certificates. The holders do not take the same interest in our associated work as others." Within a week, still another has said in my hearing that, in his opinion, the holders of State Certificates "enjoy an unfair advantage in their exemption from the Institute tax."

These are diverging views. I cannot believe that the latter is the more prevalent. The State Certificate is a license to teach in any district in Illinois. If of the highest grade, it is perpetual. obtained with difficulty, and is a worthy object of ambition. thorizing it, the General Assemby distinctly recognized teaching in the public schools as an honorable profession. The act was both wise and generous. It has been the continuous and unvarying policy of this department to guard it with scrupulous care. It has been honored by some of the best known and most successful teachers in the Again, the best school counties in the State are those in which the professional spirit is most lively. This spirit is generated in the Institutes and local teachers' associations. The holders of State Certificates can not afford, nor can they long be permitted, to become conspicuous by their apathy or inactivity in this line of work. Their place is in the vanguard, and not among the camp followers or the stragglers. Like the graduate of a normal school or college, they are either a source of strength to the educational captain—the county superintendent—or so much impedimenta. tenths of the progress in elementary school methods during the last

quarter of a century may fairly be attributed to institutes and the various other forms of associated effort on the part of teachers. Not one teacher in five, last year, was either liberally educated or trained at a State normal school. The deficiencies of the majority have been removed in part by the institutes and the three hundred other county meetings, supplemented by a thousand smaller ones in the townships. These are recognized and necessary agencies of improvement. other teachers hold themselves aloof from them, county superintendents rightly refuse to renew their certificates. It is a fair question whether, on similar ground, holders of State Certificates should not be called upon to show cause why their special privilege should not be suspended or revoked. I prefer to believe, however, that the cases referred to by the county superintendents quoted above are isolated ones, and that much the greater number of this class of teachers, like the well trained normal school graduate, proceed upon the principle that the broader one's experience, and the more varied and decided his success, the better prepared he is to profit by the experience and counsel of others. From this point of view, it is pleasant to note that the interest in the examinations to be held in 1901 is unusually active and early.

THE SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

Much information not easily gathered from the formal statistical tables may be gathered from the special reports of county superintendents accompanying this report. For the first time in the history of the State, every superintendent has responded. To illustrate: is shown that more than 1,900 school sites are without shade trees. Indeed, if to the number specifically acknowledged, be added "a few" and "some" three times each; "very few," "quite a number," and "practically none," twice each; "only a few," "a very small per cent," "many," "not many," and "a large number," once each, forms of answers not commended,—the total might exceed 2,000. It most certainly would if those in the wooded county in which the directors have the very bad habit of cutting down all the trees before dedicating a site were added. Again, notwithstanding the remarkable activity in procuring and enlarging school libraries during recent years, which hardly a county superintendent in the State has failed to encourage and promote, it appears that there are yet nearly five thousand schools without this indispensable accessory to a first-rate school. It is shown that the number of unsanitary or otherwise unsuitable school houses nearly balances the number of perfectly comfortable sanitary and pleasant ones. There remain 169 districts in which it is difficult or impossible to raise revenue enough by district tax, even with the relief furnished by the last General Assembly, to maintain a six months' school. Three hundred and fifty seven schools enrolled fewer than ten, and seventy-eight schools fewer than five pupils last year. In some instances school was "kept" for a single pupil, or closed for lack of pupils. In a single county five schools enrolled exactly ten, thirteen schools fewer than ten, and four fewer than five pupils.

I have purposely grouped these undesirable conditions. The statements of the county superintendents, when not exact, are undoubtedly conservative. They are not referred to as signs of stagnation, but as conditions which are rapidly disappearing. The most cursory comparison with conditions of twenty or even ten years ago will reveal as much as that. There are but twenty-two log school houses available for relics.

THE COUNTY SUPERINTENDENTS.

As a class, the county superintendents of Illinois are alive to their responsibility and their great opportunity. It will not be doubted by competent observers that the law providing that the county superintendent be required to visit and direct schools, without limitation by the county boards, (except in counties having fewer than 100 schools), has been the most fruitful amendment ever made to the common school statutes. Urged, argued, and pleaded for by one State Superintendent after another, it was finally granted with doubt and reservation. It has justified itself by its fruits. The people see it, and, although the office is not, as perhaps it should be, protected by reasonable and professional qualifications for candidates, the county superintendent, in most of the counties, will compare favorably with other public servants in ability, energy and fidelity. He ought, therefore, to be provided with facilities for equal efficiency.

It goes without saying that the work of the county superintendent is of unsurpassed importance. It is certainly more arduous than that of any other county official, and much more so than that of his fellow superintendent in the city. The responsibility is equal or greater, but the emoluments are usually materially less. As a concrete illustration of this inequality, take the first county in the list. It is a good county, materially, intellectually, morally and socially, but no better than twenty or thirty others for the present purpose. The figures used are taken from the report for the year ending June 30, 1899.

The city of Quincy has a superintendent of schools who directs the work of 114 teachers in twelve school buildings. Adams county has 156 ungraded schools, in 156 one room buildings, scattered through twenty-five townships, covering an area of about 800 square miles. The twelve buildings in Quincy, some of them as good as the very best to be found anywhere, are each in charge of a principal. The 156 one room buildings, twenty-five of them treeless and twenty of them worn out, are isolated from one another and from the superintendent. In Quincy, as in other progressive cities, the superintendent is assisted by a supervisor of music, another supervisor of physicial culture, and he has an office assistant. The county superintendent had "assistance," also, costing the county exactly \$106.06 for the year. The difference in compensation was about \$500 for the year, in favor of the city superintendent.

Now this city superintendent is a hard working man. He has to be if he does his duty. There are twelve buildings, 114 teachers and 5,231 children under his care and direction. But in each of these

buildings there is a principal with supervisory powers. He can call these principals together any day, and all of the 114 teachers any week, or as often as necessary. He can take a street car and be at any school room door within half an hour. At certain hours of every day any pupil in the city may be sent to him for "conference," or any parent may step into his office to tell him how well he thinks his boy is doing, or otherwise. He can set up a standard of excellence in reading, writing and ciphering, in geography, manners, industry and punctuality, and can give these schools and principals and teachers such encouragement as their various approximations to his standard seem to merit. He can transfer pupils or misfit teachers, principals even, keeping square pegs out of round holes, and in ways too numerous to mention, organize his great work for maximum efficiency.

The county superintendent, after examining 252 applicants for teachers' certificates, preparing for and conducting a ten days' institute; securing, correcting, and consolidating for this department the reports of twenty-five treasurers, and performing the numerous other duties enjoined by law, finds that he has remaining just 134 days in which to traverse 800 square miles, and "visit" his 156 ungraded schools. The law requires him to visit each school in the county at least once each year, and in the performance of this duty it specifically requires that he shall spend at least half the time given to his office and more, if practicable, in visiting the ungraded schools. But 134 days were not half his time, and no fewer than twenty-eight ungraded schools were left without even the two hours of oversight, or the few words of counsel and encouragement given the others, and which may have meant to more than one young teacher, all the difference between failure and a measure of success. There must have been some novices among them, for 135 second grade certificates were issued in Adams county that year, against twenty-two of the first grade, and some of the holders of them were very likely in the twenty-eight unvisited schools. Let him who has tried it, be the first to declare that he could have traversed that county better.

The conditions thus contrasted are typical of many counties—more or less so of every county in the State. I refer to them, not in the interest of the superintendents, but in the interest of half the school children in Illinois, and more. If intelligent oversight and direction of teachers is economical in a State where less than one-third of the teachers are either liberally educated or trained for their work, and experience has demonstrated that it is, why should not the children in detached "ungraded" schools be given its benefits as fully as the children in town? It will be answered, I know, that it is quite impracticable. That answer will not go. It is wrong. The work of the county superintendency during the last ten years has demonstrated that existing inequalities can be greatly reduced, if not practically eliminated.

For this reason, and to this end, I recommend the amendment of Section 9, Article II, of the school law, so as to provide that "the limit of time" shall not be less than 200 days in any county; that no limit of time may be made by the county board in counties having more than seventy-five ungraded schools; and that in counties hav-

ing one hundred or more ungraded schools the county superintendent shall be provided with such assistance as may be necessary to enable him to comply fully with the provisions of Section 13 of the same Article, and especially the third paragraph thereof, which requires the county superintendent to spend at least half the time given to his office in visiting ungraded schools.

THE COUNTY SUPERINTENDENTS' REPORTS.

Section 10 of Article 1 of the school law requires the Superintendent of Public Instruction to report to the Governor the condition of the schools in the several counties of the State, on or before the first day of November preceding each regular session of the General Assembly, which report shall be laid before the General Assembly at each regular session. Time is of the essence of the value of this report.

Section 17 of Article II, requires the county superintendents to communicate to the State superintendent all information and statistics upon the subject of schools in his county which the latter is bound to embody in his report to the Governor, on or before the 15th day of August. It has heretofore been impossible to obtain these reports on time from all superintendents. I have suggested part of the reason in the preceding paragraph. Not all the delay, however, can be accounted for in that way. A few superintendents are constitutionally dilatory. While more than half the whole number filed their reports on or before the day named in the law, and most of the others were received within a reasonable number of days of grace, some were inexcusably and exasperatingly slow. One report was received October 29th—burdened with errors. This meant days of delay and hours of unnecessary work for this office, as well as failure to comply with the law.

Section 28 of Article III., requires boards of trustees to report, or cause the township treasurer to report to the county superintendent on or before the 15th day of July. Section 18 of Article II., makes it the duty of the county superintendent, in all cases where the trustees fail to prepare and forward the statistics required, to employ a competent person to "take the enumeration and furnish such statistical statement," and to allow and pay the person so employed such amount as he may judge reasonable out of the funds passing through his hands, and proceed to recover the same from the trustees, to replace the money taken as aforesaid. I am opinion that an analogous provision for this office would facilitate the transaction of its business, and I recommend legislation accordingly. The time is not distant when, with the clerical force now employed—inadequate twenty years ago—it will become a physical impossibility to comply with the specific requirements of the law without said aid.

THE DISTRIBUTABLE FUND.

Section 20, Article II., of the school law, directs that the county superintendent shall apportion the money due and receivable by him

upon the auditor's warrant to the several townships in his county in which schools have been kept in accordance with the provisions of this act, and with the instructions of the State and county superintendents, according to the number of children under twenty-one years of age, and pay over the distributive share of each township to the township treasurer annually. The county superintendent is allowed a commission upon the amount distributed. Except as provided in Section 7, Article VII., the law no where authorizes any other disposition of the distributable fund or any part thereof. A few county superintendents, after advice to the contrary from this department, have reported other uses of this fund. Section 6, Article II., especially provides that "It shall be the duty of the county board of the county to provide the said county superintendent with a suitable office, with necessary furniture and office supplies, as is done in the case of other county officers." I have accordingly instructed superintendents so reporting to proceed to recover said sums from the county boards, and hereafter to handle the distributable fund as directed by law. The provision in Section 7, Article VII., that notice of teachers' examinations shall be given at the expense of the distributable fund should be repealed. This advertisement is an office expense and should be so treated. The distributable fund should not be diverted for any purpose whatever. It is already much too small.

The total expenditures last year amounted to \$18,167,219.32 or \$18.95 per pupil enrolled in the schools. The amount distributed to the townships by the county superintendents was \$925,285.67. income from township funds aggregated \$900,183.94. The amount raised in the districts by local taxation was, therefore over \$15,850,-804.88 or \$16.53 per pupil enrolled. While little complaint is heard of this rather strenuous application of the theory that the property of each district should pay for the education of the children of the people who happen to live in it, the fact remains that there are many districts unable to maintain a six months' school even since the limitation of the local tax levy has been raised from two to two and a half per cent. The special reports of the county superintendents heretofore alluded to expose 169 such districts. "By hiring cheap teachers we are able to have six months school in all our districts." I again quote the first county on the list, "but many of our districts would have eight months, and pay better wages if the rate were higher, so they could have more money." But the minimum school term ought to be eight months—six months is not enough—and no district ought to be compelled by any combination of circumstances to "hire cheap teachers." Few "cheap" teachers are good teachers. If we believe in public schools at all, it must be in good schools. The one-million dollar tax levy, which since 1873 has taken the place of the old twomill tax might well be doubled, especially if half a million were reserved, to be used, under careful safeguards, of course, to re-inforce weak districts which, under present conditions can not maintain a good and sufficient school, and which can not well be annexed to other districts in such a way as to furnish the needed relief.

THE STATE COURSE OF STUDY.

What is known as the "State Course of Study for the Common Schools of Illinois" is an outgrowth of methods of supervision in Macon, Champaign and Piatt counties, which began to attract attention about twenty years ago. To the Central Illinois Teachers' Association belongs the credit of first urging its advantages in a large Richard Edwards, then State superintendent, and a group of active county superintendents, one of whom, George R. Shawhan, of Champain county, is still in service, and has been continuously a member of the committee on revision, compiled a course for the State in 1889, and an edition was published by this department. In 1893, on the recommendation of my immediate predecessor, Capt. Freeman, then President of the State Teachers' Association, a committee, of which State Superintendent Henry Raab was chairman, was appointed to revise and improve it. It was again revised in 1896, and was enlarged last year by the addition of a "Course in Agriculture for the Common Schools of Illinois." This course, which is a series of lessons, involving observation and activity rather than book study, admirably adapted to the wants of a country school, and entirely within the range of the children for whom it is intended, was prepared at the University of Illinois, under the direction of Professor Eugene Davenport, dean of the College of Agriculture. It is a sympathetic piece of work, in harmony with the pedagogic tendency to relate school instruction to practical life, and with the spirit of the University toward the lower schools. Through all these changes the original plan has prevailed. The list of active teachers and superintendents who have contributed to it is a long one, and includes representative men and women in every department of school work from the primary school to the university. Its influence upon the rural schools has been very great. The old law of the country school was "begin at the beginning of the book and go as far as possible before the directors change the teacher." The "Course of Study" has repealed that law in 99 counties and 10,000 schools. The too frequent change of teachers is still the bane of the country school. The Course of Study tempers that almost unavoidable evil, while it furnishes a basis of work for the county superintendents and intelligent guidance to the teachers. It is a great unifying In many counties it is the practice to assemble the pupils who have completed it satisfactorily at the county seat, or some convenient center, to receive the appropriate certificate or "diploma." In some counties the country school "graduation" has come to be regarded as the educational event of the year. In rare cases, also, as in Macon county, the two years of high school work which were added at the last general revision have been completed and the young graduates enter the neighboring high schools in the third year work. All high schools welcome the country school graduate and are glad to admit him without the formality of an examination. He justifies this confidence when circumstances permit him to take advantage of it.

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But circumstances do not always permit him to do so. There are no figures to show, but it is a conservative estimate, that the number barred from high schools by the tuition far exceeds the number of those who are able to and do pay to attend them.

THE HIGH SCHOOLS.

There are 321 High Schools in Illinois. This number includes all schools providing courses of study for three years beyond the eighth grade. Some of them, therefore, can hardly be considered complete secondary schools. I shall not discuss the value of the high school. It has found its way into our system, and is rapidly adjusting its organic relation to the university on the one hand and the elementary school on the other. It has come to stay. As a part of the educational system it is coincident with, in point of time, if not consequent to the great flood of social changes which characterize the closing century. The universities had their roots in the middle ages. The old academies, which the high schools have replaced, were mere feeders to the colleges which were the only avenues to culture when all learning was recorded in the Greek and Latin tongues. The primary school was a bread-winning necessity growing out of the invention of the art of printing, and the great commercial activity which followed the achievement of the first and greatest of all the "expansionists," Christopher Columbus. The high school comes with the great economical revolution brought about by the great labor saving inventions, and the marvelous growth of scientific knowledge. The conditions require it. It is the product of no man's theories. Our youth must not merely be prepared for college in the old sense. The schools of technology, of scientific agriculture, the normal school, demand preparation. They are as important as the college. In an increasing sense, too, the high school is itself a college. The complexity of modern life demands a more complete training than the elementary school affords. The State calls imperatively for more trained citizens. Every business interest demands them. In all ways the influence of the high school is as necessary as it is benign.

Why, then, should the opportunities it affords be provided free for one half the children and denied to the other half? What has the farmer's child done that he should not be equally favored by the schools? To ask these questions is to suggest the only answer. "Those who live in the fields are as deserving of the best there is in education as those who dwell beside the asphalt." The country youth is entitled to not only as good a school, but to as much school as his city neighbor. How can it be equitably provided? The township high school law, passed twenty-one years ago, even as amended, cannot be pronounced a success—without reservation. About twenty excellent schools are organized under it, but they are nearly all located in centers of population—cities of considerable size where the people have noted its advantages. The communities for whose benefit it would appear on its face to have been made do not, per-

haps could not, economically, use it. Evidently some other way must be provided for him, or the country boy must continue to halt at or near the eighth grade, or find his own way to pay for his tuition through the high school. This is the law. But it is not equity, any more than it is consistent with the idea of a free State university.

I suggest and recommend legislation providing essentially as follows: Whenever a pupil has completed the course of study referred to, in the absence of a defined course of study otherwise authorized by law, through the eighth grade, and has received the county superintendent's certificate to that effect, and when there is no high school in the district in which he resides, he shall be entitled to attend the nearest accredited high school free of all charge of tuition. board of education having control of the high school thus attended to be authorized to collect, and the proper township treasurer to pay the tuition, charging the same to the district in which said non-resident pupil lives, if in the same township, or to the township fund, if he lives in another township. Or, and better, an appropriation might be made available, from which such non-resident tuition in high schools should be paid by the State at large. The essential thing contained in this recommendation is to open the door of a high school somewhere to every boy or girl who aspires to enter it, throughout the length and breath of the State of Illinois. The high schools thus authorized to receive non-resident pupils should, of course, be inspected and approved by competent authority. A moderate use of State aid might well be made a means of bringing the high schools of smaller communities up to a recognized standard.

THE RURAL SCHOOLS.

In Illinois, as elsewhere, the country school is just now the chief object of solicitude. Students of education in all parts of the country are lamenting its alleged decline and seeking to find and state the cause. The large communities are able to take care of themselves, and are quite generally doing it. In the country the terms are shorter. The teachers are not so well paid. Facilities are in-The surroundings are depressing. Classification is difficult. Gradation is impossible. A teacher no sooner develops aptitude for her work than she is wanted in the nearest "graded" school. She goes, because she can get more dollars a month for more months in the year. She goes because the large school has light, warmth, trees, books, pictures—an environment. She goes where she will have from eight to twelve classes a day instead of thirty or forty. She goes to place herself under the stimulating influences of comparison, competition, example, criticism, correction, and co-operation. She leaves a miscellaneous collection of boys and girls to go to an organized school. It is her plain duty to go—she thinks.

This is one view. There is another. Under the right conditions the country school has still some advantages, at least for the younger children, over its more highly organized city neighbor. The chief of these is the superior "timbre"—quality—of the pupils. They

have better physical health, better nerves, and consequently more will power. They are more likely to have slept well and sufficiently the night before. More home responsibilities induces more independence, manifesting itself in both thought and action. The mixed school favors the community spirit. The country school is "nearer to nature's heart." The city school has in the past been the victim of over organization. Cranks have sometimes appeared, who reasoned that because so much work might be done in eight years by the mythical "average pupil," that all pupils should do that much, and none should do more; that exactly one-eighth of it should be done annually, one-ninth of one-eighth of it monthly, one-fourth of that weekly, and precisely one-fifth of one-fourth of one-ninth of oneeighth of the whole should be done each day, even if the victim of such procrustean madness had to take his books home and study half the evening. The country school has at least escaped that epidemic. Some of them, not many, are housed in well-lighted, wellwarmed and ventilated little buildings. Some have a library, a museum of curiosities collected by the children themselves from all parts of the country by correspondence with other children, in exchange for things found in their own neighborhood—sometimes even from other countries—some even have pictures, a workshop, a vegetable garden, a flower garden, trees, and a live teacher. The country school that has all, or most of these things, and can maintain them, keeping the school open for eight or nine months a year, would better let well enough alone. They that are whole need not a physician. It is the weak districts that must be strengthened.

One county superintendent suggests a source of weakness that can not be questioned. "Five schools enrolled exactly ten, thirteen schools fewer than ten, and four schools fewer than five pupils each." Curiously enough, his nearest neighbor suggests that "It will be a Joyous day for the children when distance can be annihilated and 86 veral of these small schools consolidated into an efficient organization." For the benefit of the small schools, in unsanitary school houses, without libraries inside, or shade trees outside, and all districts unable to maintain eight months school a year—six months is not enough—I recommend legislation authorizing the payment of Public money for the transportation of children to and from the schools, when the people of any district so direct, at an annual school election, or at a special election called for the purpose of voting upon that question. Such a law is now in operation in thirteen states. Massachusetts began to consolidate weak districts and convey children to school twenty-six years ago. The growth of the plan in popular favor may be measured by the sums expended for this purpose during the last ten years. \$24,145.12 in 1889-90 and \$127,-419.22 in 1898–99.

I have lately seen some excellent examples of the practical workings of this plan in the State of Ohio. What has become widely known as the "Kingsville experiment" was made possible by an act which applied to "any township, which by the census of 1890, had a population of not less than 1,710, nor more than 1,715." In other

words, the legislature of Ohio was willing to let the people of Kingsville and vicinity furnish an object lesson for their more conservative neighbors, if they were willing to take the chances and foot the bill. That village and township, however, proved to be like the man who insisted "that he was not such a fool as he looked." The daily attendance increased. The cost per capita diminished. There was a balance on the right side of the account of over a thousand dollars in the first three years. As a result the enabling act was made general, and the plan is spreading. Two very notable examples came under my observation. The first was in Gustavus township, Trumbull county. There were formerly nine districts in that township, and as many small schools. Four years ago, the nine districts were consolidated. A frame building, with four rooms was erected at a cost of \$3,000.00. A principal, three assistants, and a janitor were employed. Nine comfortable, covered, spring wagons, with drivers under \$200.00 bonds, were engaged to convey the children to and from the central school. Before the consolidation, the average school attendance in that township was 125. Last year it was 144. The school population remains about the same. The year preceding the consolidation the schools of the township cost \$2,900.00. The union school cost, including the wagons, \$3,156.00, and increase of \$256.00 for the township, but a decrease of \$1.29 per pupil on the average attendance.

The other case is in the adjoining Township of Green. The people of this township were divided in opinion three years ago. They, therefore, wisely waited for the result of the experiment in Gustavus. After observing it two years, they were satisfied. Public opinion crystallized in favor of the plan. Last September the people of this township opened a new, steam-heated, well-lighted and ventilated, brick building, having six large school-rooms, and two smaller rooms, one of which is set apart for the library. Eight wagons convey the children. The principal of the school told me, with pardonable pride, that there was a piano coming. Both of these schools do about three years of high school work. Public sentiment is no longer divided.

The last statement should, perhaps, be qualified. In May, 1900, a committee of two citizens, one for and one against "consolidation," was sent from a township in Warren county, Ohio, to investigate and report upon the facts as they found them in Gustavus township. The report, signed by both members of the committee, stated that persons known to favor the plan were purposely passed by; that fifty-four persons were questioned, and their answers were as stated in the report. Of that number forty-three were for, seven against, and four indifferent to the plan. Of the seven who declared against it, six were without children of school age, and of the four who were indifferent, none had children of school age. "Of all the fifty-four, we find", said the committee, "but one person with children who was opposed to centralization." I talked with the citizens in six or seven country towns in which the plan is in operation, in three different counties, and failed to find a single individual who did not approve it.

Such illustrations could be multiplied. The plan works out. The bealth of children is improved by it, because of the diminished exposure to stormy weather. School attendance is increased, both in regularity and in the number of pupils. Tardiness and truancy disappear. The school year is lengthened. Better teachers are employed Teachers can be better paid. I asked one little fellow of ten or twelve years how he liked the union school. 'Oh, it's great," he said, "to be where something is going on." And, perhaps, it is from this widened circle of acquaintance, extending beyond the children to the whole community, that one of the great benefits is to The isolation of small schools—ten pupils or fewer—is be derived. not favorable to intellectual, moral or social growth. The young mind grows by contact with other minds, and quite as much by contact with those of near its own strength as by the influence of stronger ones. If this plan both improves conditions and saves expense, as I firmly believe it does, why not make it available for any who want to use it in Illinois?

SCHOOL LIBRARIES.

A paragraph in section 27, article V, of the school law provides that school directors "may appropriate, for the purchase of libraries (and apparatus) any school funds remaining after all necessary school expenses are paid." There is just a faint suggestion perhaps the shadow of a shade—of something resembling irony in this language of the law. It may have escaped the attention of the directors of the five thousand schools yet without libraries, but the thousands of teachers, who by every conceivable form of self-help, from a pumpkin pie sociable to a high grade lecture or concert, have raised a little money for the book fund, have not failed to notice it. The children in the districts where the pupils give the school room its annual scrubbing, and turn the money paid them by the directors for it into the book fund, or the children in the district where they cultivated a vegetable garden one year and applied the proceeds in the same way, could point out the defect in that provision, and insert the right word in the right place. They have learned that a library is a necessity, and not something to be provided after it appears whether there is going to be a surplus. The library is a necessity. The school is not furnished without it. After provisions have been made for light, warmth and ventilation in a school room, it may well be provided with seats and desks, provided the purchaser does not forget that they are for children of different sizes. So much having been done, the library takes precedence of all other necessities, even the blackboard. No school is well provided if it is without a library, It may be questioned whether it is a good school. It most certainly is not the best possible school, and nothing short of that ought long to be good enough for any district in Illinois.

The activity on the part of teachers in providing ways and means where there have been "no school funds remaining," has been one of the noteworthy characteristics of the last two biennial periods. More than 203,234 thousand books have been procured, most of

them by extra-legal methods, within the last four years. It is pleasant to note, also, that in very many cases, when the teachers and children have put their shoulders to the wheel, and begun in earnest to help themselves, Jupiter, in the guise of an intelligent school board, has come forward with assistance. In many counties there are districts in which the directors systematically appropriate as much money without waiting to see if there shall be any "remaining"—as the school raises by its own efforts. This work has been encouraged by all the teachers' associations, great and small, and has been promoted by nearly every county superintendent, and by this department. The crusade for books will be continued until every school in Illinois has its working library of reference books and a collection of good books to read at home.

This country has committed itself to the proposition that every child shall be taught to read. To that much there is no alternative. But merely to teach him to read, is to stop far short. The power to read gives its possessor "access to the universal mind of man." That is a great thing. But it is putting in his hands what, if undirected, may prove to be a means of culture or degradation. and it is almost as likely to be one as the other. The power to read is like a ladder. By its use one may ascend to the heights, or descend into the dampness underground. No system which gives a child the power to read and omits to cultivate his taste and power of selection is sufficient. The school is as much bound to teach even young pupils to discriminate as it is to teach them to spell out the words. More. That is why a collection of the right kind of good books for this purpose is part of the working outfit of a school. Some wisely directed reading is needed, too, to re-inforce the training of the studies. Books multiply ideas. They give breadth and poise to the mind. They enlarge resources. They stimulate mental ambition. They educate the conscience. The systematic improvement of the reading of the people is second to no civilizing agency in scope and power. The district school library, used under the guidance of an intelligent teacher may be made a fountain—Valclusa-like in its dimensions, it may be—but a source, nevertheless—of life, of mental health and moral strength. It is demanded of the schools that they produce good citizens. They are for that purpose, and can be justified on no other ground. By no other agency can the schools do so much to inculcate the love of liberty, truth, patriotism, piety, patience, reverence, philanthropy, fortitude, and all virtues, or to subdue all passions—to "hold fast to the man and to awe the beast," as Emerson puts it—as by the right use of the right kind of books. The textbooks merely inform. Good literature inspires to fuller life.

I, therefore, most urgently recommend legislation to encourage the smaller districts to establish and aid them to maintain suitable school libraries. Such legislation may well take the form of a small annual appropriation to every district which first does something for itself, whether by appropriation of district funds by the directors or by any of the means now so much in vogue, or both, and should, of course, be conditioned upon the selection of the books purchased from an authorized list, and the making of specific provision for their care.

Such a statute, I am sure, would be followed within a year by definite provision in more than half the county institutes for instruction in the selection and use of library books.

SCHOOL ARCHITECTURE AND SCHOOLROOM DECORATION.

Closely related to this library activity, and bearing a relation to the health and comfort of the children on the one hand, and their aesthetic training on the other, analagous to the influence of the library on their intellectual and moral growth, is the very noteworthy, and rapidly spreading activity of the working teachers, in town and country, in the matter of schoolroom decoration, and the demand just setting in for more intelligent school architecture in the country. Quite extended reference to what has been done in one or two favored localities was made in the twenty-second biennial report of this department. Since that report was made, there seems to have been a general awakening. Zeal and enthusiasm are not wanting. Knowledge is less abundant. The average teacher knows little of art. "Any color will do—if it is red," indicates the limitations of most of But the right of the child to cheeriness and as much artistic beauty as possible has been announced, and the doctrine accepted. The teachers have sent up the Macedonian cry from more than one direction. In several counties regular daily lectures were given during the last institute by competent instructors, dealing in a direct and simple way with the tinting of walls and ceilings, the selection and hanging of pictures, and the whole matter of interior arrangement. In this movement it may be said, without invidious comparison, that the stalwart superintendent of Cook county is the recognized leader. The Northern Illinois Teachers' Association, unsurpassed in energy, and the power of bringing things to pass, by any similar body anywhere, gave its entire time at the last meeting to the discussion of school architecture and interior adornment. The architects, too, who in recent years, have produced so many attractive buildings, have come to realize that the central consideration in every school house is the working school room, and it has lately become possible to find examples of one-room buildings, pleasant, convenient, sanitary, and not without architectural beauty. "Show me your school house, and I will size up your city," said a shrewd commercial traveler. It is soon to be that way in the country. school house, everywhere, should exhibit the taste, and to some extent, the aspiration of the neighborhood. It should be as good as the best dwelling. It should be lighted from the right direction; have the teacher's desk at the right place; have ample air and floor space; it should have cloak rooms for the boys and girls, lavatories, and the best possible closets. It should be ventilated, and, when possible, have a dry, clean and warm basement. It should have abundant book cases, cabinets and reading tables. The blackboard should be within reach of the children. The walls should be intelligently tinted. There should be two or three good pictures, and at least one piece of statuary. There should be a work-shop. The grounds should be ample for play, and there should be space left for trees and grass and flowers. A fuller and more definite discussion of this important subject will be made part of this report, if space permits Otherwise it will be issued as soon as practicable in the form of a circular.

THE HIGHER INSTITUTIONS.

The limits of this report will not permit such reference to the higher institutions as I should like to make. Attention is directed to the reports of the several presidents and superintendents included herewith and made a part of this report. Their work, severally, and in the aggregate, is worthy of this growing commonwealth. It is reinforced by more than one private institution of high—some approaching the highest—rank. The day is not distant when it may be possible to say with literal truth that a student need not go beyond the confines of Illinois to study anything whatever that can be taught in the schools.

I offer no apology for the point of view which may, at first thought, seem too prominent in this review. All education, all progress along American lines, even the continued existence of the American state, under its present form, depend upon elementary, and, as I see it, the secondary schools. They can not be made too good. Such effort as this department has been able to make during the past two years has been mainly concerned with them—and chiefly with the rural school. The legislative recommendations made are all in their interest. The substance of every one of them ought, I believe, to be enacted without hesitation. Hardly one of them involves a debatable proposition, except as to form. They are specific measures, and while there are others scarcely second in importance, there can be no question as to these. The State school fund should be increased. The county superintendent should be enabled to do his work. The ungraded schools should be systematized. High school opportunities should be made equal. Libraries should be provided upon an intelligent plan. This department should have the aid required to enable it to comply with existing law, and incidentally to secure compliance on the part of those required to report it.

There were 102 county superintendents, 26,313 public school teachers and supervisors of all grades, and nearly 2,000 school treasurers last year. Their work and the work of this department, cost the people of Illinois \$11,786,964.30. There were also over 5,000 township trustees and more than 35,000 members of boards of education and school directors. Their services, in the aggregate, were of incalcuable value, but cost the people nothing. In the name of all the public-spirited school officials, and the devoted army of teachers of all degrees, this imperfect report of their work for the children of this great State is respectfully submitted.

AlfredBayliss

PORT OF THE STATE BOARD OF EDUCATION OF THE STATE OF ILLINOIS.

Membership and Organization of Board.

Name.	Feb. 18 Year.	Residence.
illiam H. Green Bayliss A. Gastman Capen R. Sandham Kimbrough V P. Brady a F. Young Walker.	1908 1903 1903 1906 1908 1901	President, Cairo Ex-officio Member and Secretary, Springfield Treasurer, Bloomington Decatur. Bloomington, Wyoming. Danville. Chicago, 84 La Salle St., Room 601. Chicago, 5342 Cornell Ave. Rockford
B. Harrington. Houghton	1905 1905 1905 1906 1903	Aurora. Galesburg. Chicago, 185 Dearborn St., room 205. Macomb Princeton Chicago., 6515 Normal Ave.

Officers of the Board.

Illiam H. Greeen	President
Bayliss	Secretary

Standing Committees.

g and Finance. gs and Grounds oks and Course of Instruction s and Salaries.	Capen, Kimbrough, Gastman Young, Walker, Houghton
s and Salaries. g School n of Natural History and Library	Walker, Kimbrough, Young Gastman, Sandham, Bayliss Young, Plain, Harrington

President of the University is ex-officio a member of each of committees.

Financial Report of the Illinois State Normal University for the two years ending June 35, 1539, and June 36, 1900.

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At the June meeting of the Board, 1899, Dr. John W. Cook, who had been connected with the University as student, teacher or principal almost continually since 1862, resigned his office as principal to accept the corresponding place at the new Northern Illinois Normai School at DeKalb. The resignation of Dr. Charles A. McMury, for several years supervisor of the practice work, was presented at the same time for a similar reason.

In accepting the resignation of Dr. Cook the board adopted and made part of its record the following:

Whereas. John W. Cook, President of the Illinois State Normal University, has decided to sever his official connection with this institution in order to enter upon the complex duties attendant upon opening a new State Normal achievit, and

Whereas, As pupil, professor, and president, he has devoted his powers to the advancement of his alma mater to a high rank among the normal schools of this country, therefore, be it

Hexolved. That this board, realizing the immense intellectual and moral force that will be withdrawn from the school under its care, takes this occasion to express not only its recognition of the strong personal and professional influence that is going from the Illinois State Normal University with the departure of President Cook, but also its deep regret for that loss; and to wish him the same degree of success in the future that he has always achieved in the past.

Miss Mary A. Potter resigned her place as teacher of languages, also to take a corresponding place at DeKalb. Andrew H. Melville, principal of the grammar school, resigned to pursue studies in an Eastern university.

The board elected Dr. Arnold Tompkins, of the University of Illinois, principal; Dr. John J. Wilkinson, supervisor of practice; Frank Smith Bogardus, principal of the grammar school, and Mrs. Ida L. Gove, teacher of music, and empowered the committee on teachers to employ a teacher in place of Miss Potter.

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A little later, at a special meeting, held July 31, 1900, the board received and accepted the resignation of the new principal, Dr. Arnold Tompkins, who had been chosen principal of the Chicago normal school.

David Felmley, professor of mathematics and secretary of the faculty, was thereupon unanimously elected principal of the university.

Notwithstanding these and other changes, indicated more in detail in the principal's report, the University has pursued the even tenor of its way. The course of study has been revised, and the practice school re-adjusted accordingly. The faculty has not ceased to act as a harmonious unit. The school maintains its traditions of high scholarship and hard work. There will be no steps backward at Normal.

It is a painful duty to record the death of one of the most valuable members of the board. Mr James H. Norton, appointed in 1897, was principal of the Lake View high school, Chicago. While on his way to Paris to act as judge in the Educational Department of the International Exposition he was taken ill at Southampton, England, and died June 26, 1900.

At the special meeting, held at Normal July 31, his colleague and friend, Mrs. Ella F. Young, of Chicago, introduced the following resolutions, which were unanimously adopted and made part of the permanent record of the board.

Whereas. James H. Norton, a member of this board, died at Southampton, England, June 26, 1900, be it

Resolved, That the board hereby takes this opportunity to express its warm appreciation of the sterling character of Mr. Norton. During his entire term of service as a member of this board he was devoted to the interests committed to its care, and ever acted from a broad conception of the close relation of these interests to all educational affairs of the State. Though earnest in his advocacy of measures that he initiated or endorsed, yet in his intercourse with his colleagues, he was always a considerate, courteous gentleman.

Resolved, That the board extends its profound sympathy to Mrs. Norton in her bereavement.

Resolved, That these resolutions be made a part of the record of this meeting, and a copy of the same be sent to Mrs. Norton.

Believing that the University will continue to justify the reasonable expectations of the State, I confidently commend its interests to the General Assembly.

For the Board of Education,

ALFRED BAYLISS,

Secretary.

REPORT OF THE UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS.

Hon. Alfred Bayliss, State Superintendent of Public Instruction:

DEAR SIR:—I have the honor to submit the report of the University of Illinois, for the bi-ennial period ending June 30, 1900.

BOARD OF TRUSTEES.

The board of trustees of the University consists of the Governor, the State Superintendent of Public Instruction, and the President of the State Board of Agriculture, ex officio, and of nine persons, three of whom are chosen at each bi-ennial election for a term of six years.

The board of trustees is now constituted as follows:

The Governor of Illinois, ex officio, John R. Tanner, Springfield.

The President of the State Board of Agriculture, ex officio, William H. Fulkerson, Jerseyville.

The Superintendent of Public Instruction, ex officio, Alfred Bayliss, Springfield.

Alexander McLean, Macomb; Samuel A. Bullard, Springfield; Lucy L. Flower, Chicago. Term of office expires in 1901.

Mary Turner Carriel, The Majestic, Jacksonville; Francis M. McKay, 61 Alice Court, Chicago. Term of office expires in 1903.

Thomas J. Smith. Champaign; Alice Asbury Abbott, 467 Bowen Avenue, Chicago; Frederic L. Hatch, Spring Grove; Augustus F. Nightingale, Schiller Building, Chicago. Term of office expires in 1905.

INSTRUCTIONAL FORCE.

The instructional force of the University is as follows:

FACULTY.

(In order of seniority of appointment, except the president.)

Andrew Sloan Draper, LL. D., President, President's house, University campus, *U.

Thomas Jonathan Burrill, Ph. D., LL. D., Vice-President, Dean of the General Faculty and Professor of Botany and Horticulture, 1007 West Green street, U.

Samuel Walker Shattuck, C. E., Professor of Mathematics, 108 West Hill street, *C.

^{*} U. stands for Urbana; C., for Champaign.

Edward Snyder, A. M., Professor of the German Language and Literature, emeritus, Pacific Beach, Cal.

Nathan Clifford Ricker, M. Arch, Dean of the College of Engineering and Professor of Architecture, 612 West Green street, U.

Ira Osborn Baker, C. E., Professor of Civil Engineering, 702 West University avenue, C.

Stephen Alfred Forbes, Ph. D., Dean of the College of Science and Professor of zoölogy, 1209 West Springfield avenue, U.

Charles Wesley Rolfe, M. S., Professor of Geology, 601 East John street, C. Donald McIntosh, V. S., Professor of Veterinary Science, 511 West Park street, C.

Arthur Newell Talbot, C. E., Professor of Municipal and Sanitary Engineering, 1011 California avenue, U.

Arthur William Palmer, Sc. D., Professor of Chemistry, 608 South Mathews avenue, U.

Frank Forrest Frederick, Professor of Art and Design, 604 South Mathews avenue, U.

Samuel Wilson Parr, M. S., Professor of Applied Chemistry, 91312 West Green street, U.

Herbert Jewett Barton, A. M., Professor of the Latin Language and Literature, 406 West Hill street, C.

Charles Melville Moss, Ph. D., Professor of the Greek Language and Literature, 806 South Mathews avenue, U.

Daniel Kilham Dodge, Ph. D., Professor of the English Language and Literature, 406 North State street, C.

Lester Paige Breckenridge, Ph. B., Professor of Mechanical Engineering, 1005 West Green street, U.

David Kinley, Ph. D., Dean of the College of Literature and Arts and Professor of Economics. 1006 West Green street, U.

Eugene Davenport, M. Agr., Dean of the College of Agriculture and Professor of Animal Husbandry, experiment station farm, U.

Albert Pruden Carman, Sc. D., Professor of Physics, 112 West Hill street, C.

Walter Howe Jones, Professor of Music, 503 East Daniel street, C.

Evarts Boutell Greene, Ph. D., Professor of History, 905 California avenue, U.

Charles Churchill Pickett, A. B., Professor of Law, 606 South Mathews avenue, U.

Katharine Lucinda Sharp, Ph. M., B. L. S., Director of the Library School; Professor of Library Economy; Head Librarian, 205 East Green street, C.

George Theophilus Kemp, M.D., Ph. D., Professor of Physiology, 112 West Hill street, C.

George William Myers, Ph. D., Professor of Astronomy and Applied Mathematics and Director of the Observatory, 601 West Green street, U.

William Lincoln Drew, LL. B., Professor of Law, 602 Orchard street, U.

Jacob Kinzer Shell, M. D., Professor of Physical Training and Director of Men's Gymnasium, 905 West Green street, U.

Lewis Addison Rhoades, Ph. D., Professor of the German Language and Literature, 912 California avenue, U.

Thomas Arkle Clark, B. L., Professor of Rhetoric, 928 West Illinois street, U.

Arthur Hill Daniels, Ph. D., Professor of Philosophy, 913 West Illinois street, U.

George Day Fairfield, A. M., Professor of Romanic Languages and Secretary, 1005 West Illinois street, U.

Charles Wesley Tooke, A. M., Professor of Public Law and Administration, 508 West Green street, U.

Perry Greeley Holden, M.S., Professor of Agronomy, 903 California avenue. U.

Alison Marion Fernie, R. A. M. (London), P. A. M. (Philadelphia), Professor of Vocal Music, 705 South Wright street, C.

Thomas Welburn Hughes, LL. M., Professor of Law, 1013 West Illinois street. U.

James Brown Scott, A. M., J. U. D., Dean of the College of Law and Professor of Law, 112 West Hill street, C.

William Sleeper Aldrich, M.E., Professor of Electrical Engineering, 909 California avenue, U.

Newton Alonzo Wells, M. P., Professor of the History and Practice of Painting, 932 West Illinois street, U.

Dillard Hazelrigg Clark, Captain U. S. A. (Retired), Professor of Military Science and Tactics, 911 California avenue, U.

Edwin Grant Dexter, B. Pd., Ph. D., Professor of Pedagogy.

Edgar J. Townsend, Ph. M., Associate Professor of Mathematics. (On leave 1899-1900.)

James McLaren White, B. S., Associate Professor of Architecture, 111 West Hill street, C.

William Esty, B. S., A. M., Associate Professor of Electrical Engineering, 905 California avenue, U.

Violet Delille Jayne, A. M., Dean of the Woman's Department and Associate Professor of the English Language and Literature, 932 West Illinois street, U.

Harry Sands Grindley, Sc. D., Associate Professor of Chemistry, 918 West Green street, U.

Herman S. Piatt, Ph. D., Assistant Professor of Romanic Languages, 924 West Illinois street, U.

Fred Anson Sager, B. S., Assistant Professor of Physics, 502 West Elm street, U.

Frank Smith, A.M., Assistant Professor of Zoôlogy, 1106 West Illinois street, U.

Cyrus Daniel McLane, B. S., Assistant Professor of Architectural Construction, 402 West Clark street, C.

James David Phillips, B.S., Assistant Professor of General Engineering Drawing, 410 West Church street, C.

Seth Justin Temple, Ph. B., Assistant Professor of Architecture, 1016 West. California avenue, U.

Charles Atwood Kofoid, Ph. D., Assistant Professor of Zoölogy, 909 California avenue, U.

Oscar Quick, A. M., Assistant Professor of Physics, 907 West Green street, U.

Joseph Cullen Blair, Assistant Professor of Horticulture, 907 South Wright street, C.

William Hand Browne, Jr., A. B., Assistant Professor of Electrical Engineering, 510 West High street, U.

George Henry Meyer, A. M., Assistant Professor of the German Language and Literature, 912 California avenue, U.

Maude Wheeler Straight, A. B., Assistant Professor of Library Economy, 205 East Green street, C.

Sessistant Professor of Mechanical En-Section Professor of Civil Engineering, 500 ant Professor of Pedagogy and High Mary, U.

S AND ASSISTANTS

M., Director of Physical Training for rector of Gymnes.um and Coach of Atheoreme, C. structor in Darry Husbandry, 1003 South

1., Instructor in Chemistry, 806 South Sixth . - . - r in Library Economy, 205 East Green

: S. Instructor in Photography and in charge . S. street, C.

S. Instructor in Astronomy, 612 Stoughton

19 D., Instructor in Economics, 905 Califor-

1. D. Instructor in History, 909 Califor-

districtor in German, 905 West Illinois

State in Mathematics, 307 West Hill

The restrictor in Rhetoric, 502 Goodwin

Andrew in Mathematics, 930 West Eli-

Service Railroad Engineering, 905

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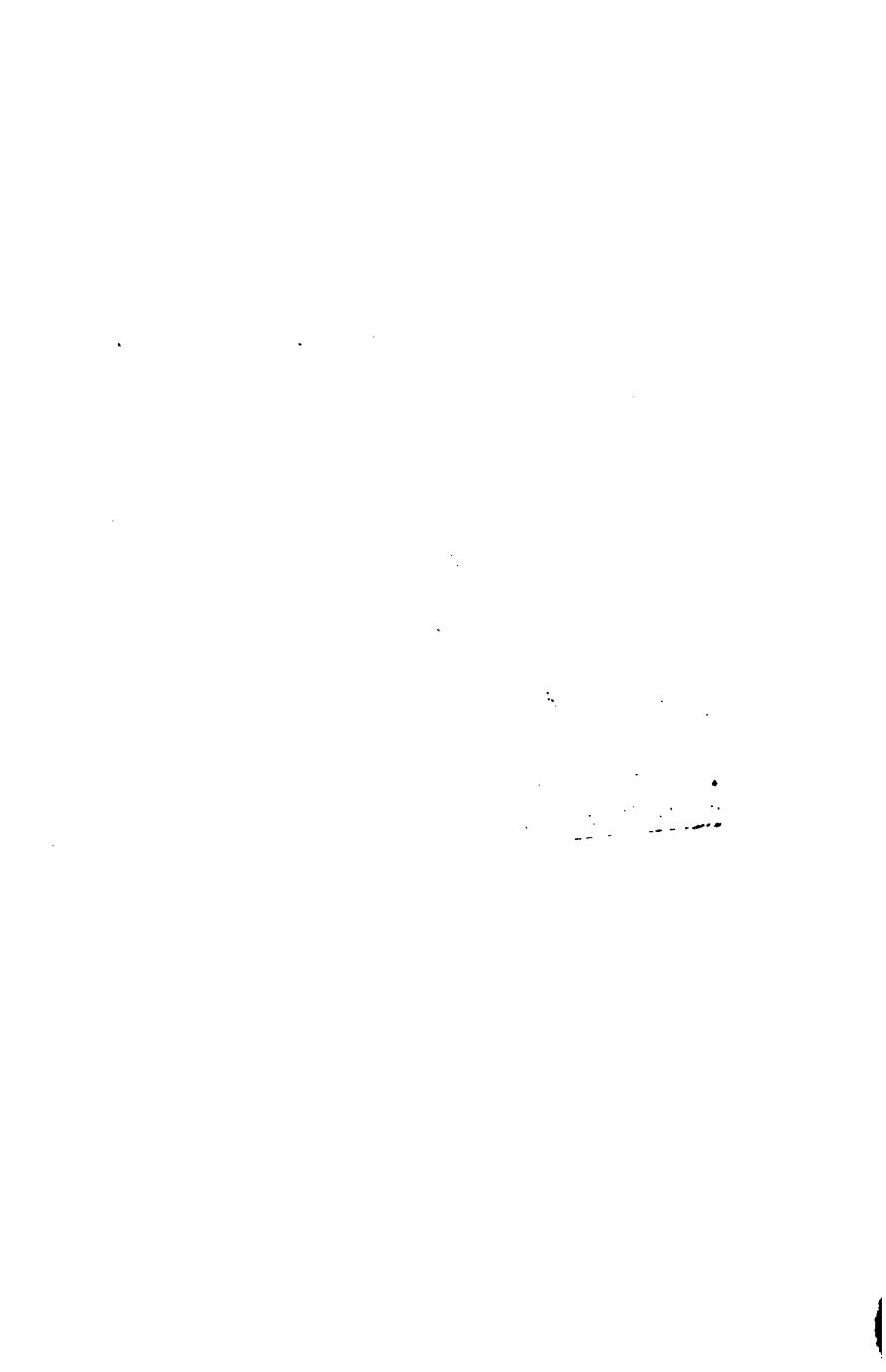
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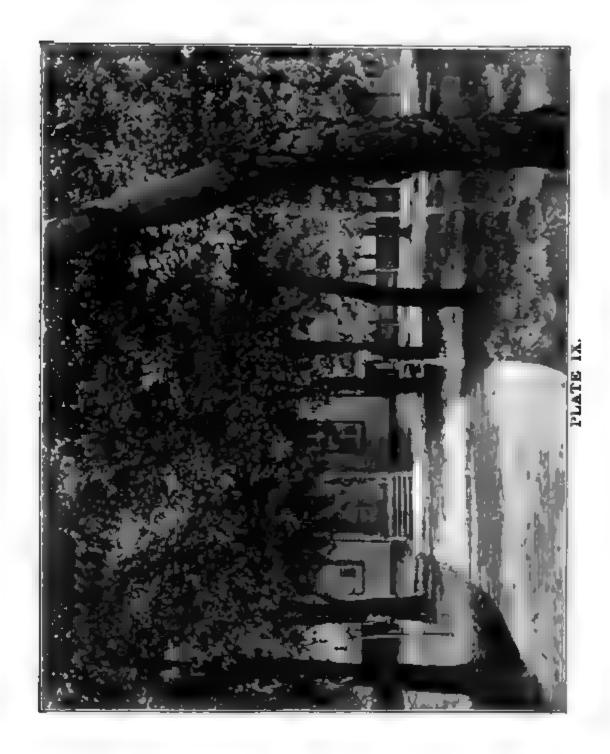
1 S. Assembler in Botany, 931 West Green





BLIC LIBRAL

ASTER LERNING



Hugh Elmer Ward, M. S., Instructor in Soil Physics, 1011 West Illinois street, U.

Robert Louis Short, A. B., Instructor in Mathematics, 605 West Green street, U.

John Hancock McClellan, A. M., Instructor in Zoôlogy, 1106 West Illinois street, U.

Oscar Erf, B. S., Instructor in Dairy Husbandry, 1011 West Illinois street, U.

Clendon Vanmeter Millar, M. S., Chief Assistant in Chemistry, on State Water Survey, 707 West California avenue, U.

Jessie Younge Fox, Assistant in Piano, 603 East Daniel street, C.

George David Hubbard, M. S., Assistant in Geology, 212 West Illinois street, U.

Charles Victor Seastone, B. S., Assistant in Theoretical and Applied Mechanics, 926 West Illinois street, U.

Hubert Vinton Carpenter, M. S., Assistant in Physics, 812 West Illinois street, U.

John Langley Sammis, M. S., Assistant in Chemistry, 307 East Springfield avenue, C.

Robert Watt Stark, B. S., Assistant in Chemistry, on State Water Survey, 201 West Vine street, C.

Halbert Lilly Chipps, B. S., Assistant in Civil Engineering, 713 West Elm street, U.

James Franklin Kable, B. S., Assistant in General Engineering Drawing, 1109 West Springfield avenue, U.

Archibald Dixon Shamel, B. S., Assistant in Farm Crops, 811 West Illinois street, U.

Dwight T. Randall, B. S., Assistant in Mechanical Engineering, 707¹₂ West California avenue, U.

Albert Franklin Burgess, M. S., Assistant in Entomology, 936 West Illinois street, U.

James Henri Walton, Jr., B. S., Assistant in Chemistry, 713 West Elm street, U.

Frank Roy Fraprie, B. S. Assistant in Chemistry, 713 West Elm street, U.

Fred Randall Crane, B. S., Assistant in Farm Mechanics, 1011 West Illinois street, U.

Harry Curtiss Marble, B. S., Assistant in Electrical Engineering, 305 West University avenue, C.

Edward Phillips Walters, B. S., Assistant in Chemistry, on State water survey, 905 West Illinois street, U.

Cyril Balfour Clark, Foreman in Machine Shops, 602 East John street, C.

Albert Root Curtiss. Foreman in Wood Shops, 606 East John street, C.

Henry Jones, Foreman in Blacksmith Shop, 602 East Green street, C.

Joseph Henderson Wilson, Foreman in Foundry, 602 Stoughton street, C.

Grace Osborne Edwards, B. S., B. L. S., Assistant Cataloger, 934 West Illinois street, U.

Laura Russell Gibbs, Assistant in charge of Loan Desk, 411 East John street, C.

Gertrude Shawhan, B. L., Assistant in charge of Loan Desk, 807 South Wright street, C.

Willard Otis Waters, A. B., Order Clerk, Library, 903 California avenue, U. Adam Julius Strohm, Order Clerk, Library, 802 West Green street, U.

Financial Report of the Illinois State Normal University for two years ending June 30, 1899, and June 30, 1900.

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RECEIPTS.		Î
Balance on hand July 1, 1898. Appropriation for current expenses	85,000 00 10,000 0	83
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Old furniture sold	6, 244 10	
	\$53, 206 70	\$5
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Repairs Salaries Science laboratories Sidewalk tax Supplies. Amount due treasurer June 30, 1899. Balance on hand July 1, 1900.	849 4 87,490 3 647 1	8
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For the Board of Education,

ALFRED BAYLISS,

Secretary.

REPORT OF THE UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS.

Hon. Alfred Bayliss, State Superintendent of Public Instruction:

DEAR SIR:—I have the honor to submit the report of the University of Illinois, for the bi-ennial period ending June 30, 1900.

BOARD OF TRUSTEES.

The board of trustees of the University consists of the Governor, the State Superintendent of Public Instruction, and the President of the State Board of Agriculture, ex officio, and of nine persons, three of whom are chosen at each bi-ennial election for a term of six years.

The board of trustees is now constituted as follows:

The Governor of Illinois, ex officio, John R. Tanner, Springfield.

The President of the State Board of Agriculture, ex officio, William H. Fulkerson, Jerseyville.

The Superintendent of Public Instruction, ex officio, Alfred Bayliss, Springfield.

Alexander McLean, Macomb; Samuel A. Bullard, Springfield; Lucy L. Flower, Chicago. Term of office expires in 1901.

Mary Turner Carriel, The Majestic, Jacksonville; Francis M. McKay, 61 Alice Court, Chicago. Term of office expires in 1903.

Thomas J. Smith, Champaign; Alice Asbury Abbott, 467 Bowen Avenue, Chicago; Frederic L. Hatch, Spring Grove; Augustus F. Nightingale, Schiler Building, Chicago. Term of office expires in 1905.

INSTRUCTIONAL FORCE.

The instructional force of the University is as follows:

FACULTY.

(In order of seniority of appointment, except the president.)

Andrew Sloan Draper, LL. D., President, President's house, University campus, *U.

Thomas Jonathan Burrill, Ph. D., LL. D., Vice-President, Dean of the General Faculty and Professor of Botany and Horticulture, 1007 West Green street, U.

Samuel Walker Shattuck, C. E., Professor of Mathematics. 108 West Hill street, *C.

^{*} U. stands for Urbana; C., for Champaign.

Edward Snyder, A. M., Professor of the German Language and Literature, emeritus, Pacific Beach, Cal.

Nathan Clifford Ricker, M. Arch, Dean of the College of Engineering and Professor of Architecture, 612 West Green street, U.

Ira Osborn Baker, C. E., Professor of Civil Engineering, 702 West University avenue, C.

Stephen Alfred Forbes, Ph. D., Dean of the College of Science and Professor of zoölogy, 1209 West Springfield avenue, U.

Charles Wesley Rolfe, M. S., Professor of Geology, 601 East John street, C. Donald McIntosh, V. S., Professor of Veterinary Science, 511 West Park street, C.

Arthur Newell Talbot, C. E., Professor of Municipal and Sanitary Engineering, 1011 California avenue, U.

Arthur William Palmer, Sc. D., Professor of Chemistry, 608 South Mathews avenue, U.

Frank Forrest Frederick, Professor of Art and Design, 604 South Mathews avenue, U.

Samuel Wilson Parr, M. S., Professor of Applied Chemistry, 91312 West Green street, U.

Herbert Jewett Barton, A. M., Professor of the Latin Language and Literature, 406 West Hill street, C.

Charles Melville Moss, Ph. D., Professor of the Greek Language and Literature, 806 South Mathews avenue, U.

Daniel Kilham Dodge, Ph. D., Professor of the English Language and Literature, 406 North State street, C.

Lester Paige Breckenridge, Ph. B., Professor of Mechanical Engineering, 1005 West Green street, U.

David Kinley, Ph. D., Dean of the College of Literature and Arts and Professor of Economics. 1006 West Green street, U.

Eugene Davenport, M. Agr., Dean of the College of Agriculture and Professor of Animal Husbandry, experiment station farm, U.

Albert Pruden Carman, Sc. D., Professor of Physics, 112 West Hill street, C.

Walter Howe Jones, Professor of Music, 503 East Daniel street, C.

Evarts Boutell Greene, Ph. D., Professor of History, 905 California avenue, U.

Charles Churchill Pickett, A. B., Professor of Law, 606 South Mathews avenue, U.

Katharine Lucinda Sharp, Ph. M., B. L. S., Director of the Library School; Professor of Library Economy; Head Librarian, 205 East Green street, C.

George Theophilus Kemp, M.D., Ph. D., Professor of Physiology, 112 West Hill street, C.

George William Myers. Ph. D., Professor of Astronomy and Applied Mathematics and Director of the Observatory, 601 West Green street, U.

William Lincoln Drew, LL. B., Professor of Law, 602 Orchard street, U.

Jacob Kinzer Shell, M. D., Professor of Physical Training and Director of Men's Gymnasium, 905 West Green street, U.

Lewis Addison Rhoades, Ph. D., Professor of the German Language and Literature, 912 California avenue, U.

Thomas Arkle Clark, B. L., Professor of Rhetoric, 928 West Illinois street, U.

Arthur Hill Daniels, Ph. D., Professor of Philosophy, 913 West Illinois street, U.

George Day Fairfield, A. M., Professor of Romanic Languages and Secretary, 1005 West Illinois street, U.

Charles Wesley Tooke, A. M., Professor of Public Law and Administration, 508 West Green street, U.

Perry Greeley Holden, M.S., Professor of Agronomy, 903 California avenue, U.

Alison Marion Fernie, R. A. M. (London), P. A. M. (Philadelphia), Professor of Vocal Music, 705 South Wright street, C.

Thomas Welburn Hughes, LL. M., Professor ot Law, 1013 West Illinois street, U.

James Brown Scott, A. M., J. U. D., Dean of the College of Law and Professor of Law, 112 West Hill street, C.

William Sleeper Aldrich, M.E., Professor of Electrical Engineering, 909 California avenue, U.

Newton Alonzo Wells, M. P., Professor of the History and Practice of Painting, 932 West Illinois street, U.

Dillard Hazelrigg Clark, Captain U. S. A. (Retired), Professor of Military Science and Tactics, 911 California avenue, U.

Edwin Grant Dexter, B. Pd., Ph. D., Professor of Pedagogy.

Edgar J. Townsend, Ph. M., Associate Professor of Mathematics. (On leave 1899-1900.)

James McLaren White, B. S., Associate Professor of Architecture, 111 West Hill street, C.

William Esty, B. S., A. M., Associate Professor of Electrical Engineering, 905 California avenue, U.

Violet Delille Jayne, A. M., Dean of the Woman's Department and Associate Professor of the English Language and Literature, 932 West Illinois street, U.

Harry Sands Grindley, Sc. D., Associate Professor of Chemistry, 918 West Green street, U.

Herman S. Piatt, Ph. D., Assistant Professor of Romanic Languages, 924 West Illinois street, U.

Fred Anson Sager, B.S., Assistant Professor of Physics, 502 West Elm street, U.

Frank Smith, A.M., Assistant Professor of Zoôlogy, 1106 West Illinois street, U.

Cyrus Daniel McLane, B. S., Assistan: Professor of Architectural Construction, 402 West Clark street, C.

James David Phillips, B. S., Assistant Professor of General Engineering Drawing, 410 West Church street, C.

Seth Justin Temple, Ph. B., Assistant Professor of Architecture, 1016 West. California avenue, U.

Charles Atwood Kofoid, Ph. D., Assistant Professor of Zoölogy, 909 California avenue, U.

Oscar Quick, A. M., Assistant Professor of Physics, 907 West Green street, U.

Joseph Cullen Blair, Assistant Professor of Horticulture, 907 South Wright street. C.

William Hand Browne, Jr., A. B., Assistant Professor of Electrical Engineering, 510 West High street, U.

George Henry Meyer, A. M., Assistant Professor of the German Language and Literature, 912 California avenue, U.

Maude Wheeler Straight, A. B., Assistant Professor of Library Economy, East Green street, C.

George Alfred Goodenough, B. S., Assistant Professor of Mechanical Engineering, 909 West Green street, U.

Milo Smith Ketchum, B. S., Assistant Professor of Civil Engineering, 510 John street, C.

Stratton D. Brooks, M. Pd., Assistant Professor of Pedagogy and High School Visitor, 808 West Oregon street, U.

INSTRUCTORS AND ASSISTANTS.

Jennette Emeline Carpenter, O. M., Director of Physical Training for Women, 407 East Green street, C.

George A. Huff, Jr., Assistant Director of Gymnasium and Coach of Athletic Teams, 511 West University avenue, C.

Wilber John Fraser, B. S., Instructor in Dairy Husbandry, 1003 South Wright street, C.

Carlton Raymond Rose, Ph. M., Instructor in Chemistry, 806 South Sixth street, C.

Margaret Mann, Senior Instructor in Library Economy, 205 East Green street, C.

Charles Thornton Wilder, B. S., Instructor in Photography and in charge of Blue-Print Room, 305 West Hill street, C.

William Charles Brenke, M. S., Instructor in Astronomy, 612 Stoughton street, U.

Matthew Brown Hammond, Ph. D., Instructor in Economics, 905 California avenue, U.

Henry Lawrence Schoolcraft, Ph. D., Instructor in History, 909 California avenue, U.

Neil Conwell Brooks, Ph. D., Instructor in German, 905 West Illinois street, U.

Edward Lawrence Milne, B. S., Instructor in Mathematics, 307 West Hill street, C.

Martha Jackson Kyle, A. M., Instructor in Rhetoric, 502 Goodwin avenue, U.

Henry Livingston Coar, A. M., Instructor in Mathematics, 930 West Illinois street, U.

Edward Charles Schmidt, M. E., Instructor in Railroad Engineering, 905 West Illinois street, U.

Edd Charles Oliver, B. S., Instructor in Mechanical Engineering, 511 John street, C.

William Alexander Adams, A. B., Instructor in Rhetoric and Public Speaking, 412 West High street, U.

Ralph Wylie, Instructor in Violin and Musical Theory, 1101¹2 West California avenue, U.

Emma Quinby Fuller, A. M., Instructor in Voice, 602 Daniel street, C.

Edward John Lake, B. S., Instructor in Art and Design, 616 West Church street, C.

Lucy Hamilton Carson, A. M., Instructor in English 502 Goodwin avenue, U.

William John Kennedy, B. Agr., Instructor in Animal Husbandry, 403 South Wright street, C.

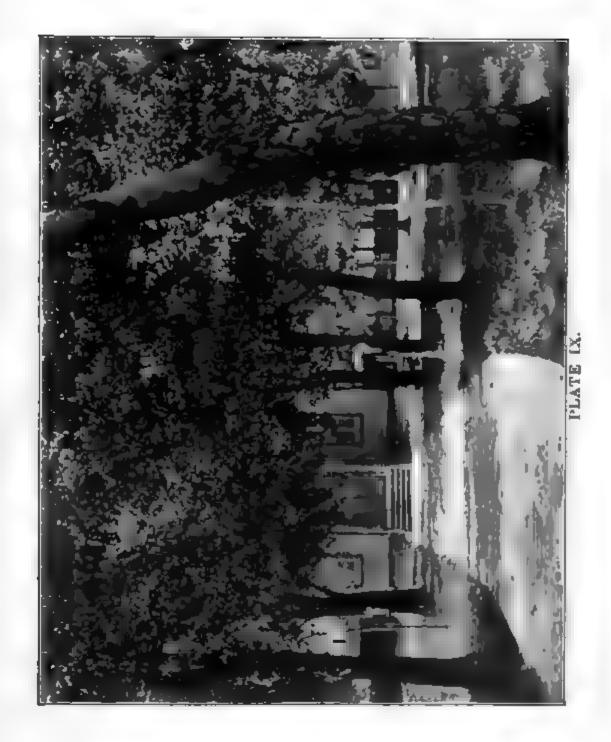
John William Lloyd, B. S. A., Instructor in Horticulture, 504 East Green street, C.

George Mellinger Holferty, M. S., Instructor in Botany, 931 West Green street, U.





ELINEWAY NEW YORK



Hugh Elmer Ward, M. S., Instructor in Soil Physics, 1011 West Illinois street, U.

Robert Louis Short, A. B., Instructor in Mathematics, 605 West Green street, U.

John Hancock McClellan, A. M., Instructor in Zoôlogy, 1106 West Illinois reet, U.

Oscar Erf, B. S., Instructor in Dairy Husbandry, 1011 West Illinois street,

Clendon Vanmeter Millar, M. S., Chief Assistant in Chemistry, on State Vater Survey, 707 West California avenue, U.

Jessie Younge Fox, Assistant in Piano, 603 East Daniel street, C.

George David Hubbard, M. S., Assistant in Geology, 212 West Illinois street, U.

Charles Victor Seastone, B. S., Assistant in Theoretical and Applied Mehanics, 926 West Illinois street, U.

Hubert Vinton Carpenter, M. S., Assistant in Physics, 812 West Illinois street, U.

John Langley Sammis, M. S., Assistant in Chemistry, 307 East Springfield evenue, C.

Robert Watt Stark, B. S., Assistant in Chemistry, on State Water Survey, 201 West Vine street, C.

Halbert Lilly Chipps, B. S., Assistant in Civil Engineering, 713 West Elm street, U.

James Franklin Kable, B. S., Assistant in General Engineering Drawing, 1109 West Springfield avenue, U.

Archibald Dixon Shamel, B. S., Assistant in Farm Crops, 811 West Illinois street, U.

Dwight T. Randall, B. S., Assistant in Mechanical Engineering, 707¹₂ West California avenue, U.

Albert Franklin Burgess, M. S., Assistant in Entomology, 936 West Illinois street, U.

James Henri Walton, Jr., B. S., Assistant in Chemistry, 713 West Elm street, U.

Frank Roy Fraprie, B. S. Assistant in Chemistry, 713 West Elm street, U. Fred Randall Crane, B. S., Assistant in Farm Mechanics, 1011 West Illi-

Harry Curtiss Marble, B. S., Assistant in Electrical Engineering, 305 West University avenue, C.

Edward Phillips Walters, B. S., Assistant in Chemistry, on State water survey, 905 West Illinois street, U.

Cyril Balfour Clark, Foreman in Machine Shops, 602 East John street, C.

Albert Root Curtiss, Foreman in Wood Shops, 606 East John street, C.

Henry Jones, Foreman in Blacksmith Shop, 602 East Green street, C.

Joseph Henderson Wilson, Foreman in Foundry, 602 Stoughton street, C. Grace Osborne Edwards, B. S., B. L. S., Assistant Cataloger, 934 West Illinois street, U.

Laura Russell Gibbs, Assistant in charge of Loan Desk, 411 East John street. C.

Gertrude Shawhan, B. L., Assistant in charge of Loan Desk, 807 South Wright street, C.

Willard Otis Waters, A. B., Order Clerk, Library, 903 California avenue, U. Adam Julius Strohm, Order Clerk, Library, 802 West Green street, U.

Cecilia McConnell, Reviser in Library School, 934 West Illinois street, U.

Emma Reed Jutton, B. L. S., Reviser in Library School, 601 South Wright street, C.

William John Fulton, A. B., Custodian of Law Library, 110 East Green street, C.

George Henry Campbell, B. L., Fellow in Latin, 207 South Neil street, C. Ralph Wilson Weirick, B. S. Fellow in Architecture, 1004 West Green street, U.

Oscar Adolph Leutwiler, B. S., Fellow in Mechanical Engineering, 503 = West Green street, U.

Fred Conrad Koch, B. S., Fellow in Chemistry, 312 West Clark street, C.

Horace Chamberlain Porter, A. B., B. S., Fellow in Chemistry, 306 West-Hill street, C.

Arthur Elijah Paine, A. B., Scholar in Economics, 506 South Third street, C.

Hadly Winfield Quaintance, A. B. Scholar in Economics, 404 Stoughton-street, C.

William Albert Hawley, Assistant in Military Science, 603 East Daniel street, C.

Peter Philip Schaefer, Assistant Custodian of the Law Library, 503 South Sixth street, C.

COLLEGE OF MEDICINE.—COLLEGE OF PHYSICIANS AND SURGEONS OF CHICAGO.

FACULTY.

William E. Quine, M. D., Dean, Professor of Principles and Practice of Medicine and Clinical Medicine, Columbus Memorial Building, Chicago.

Daniel A. K. Steele, M. D., Actuary Professor of Principles and Practice of Surgery and Clinical Surgery, Columbus Memorial Building, Chicago.

Oscar A. King, M. D., Professor of Neurology, Psychistry and Clinical Medicine, 270 State street, Chicago.

Henry Parker Newman, A. M., M. D., Professor of Clinical Gynecology, Columbus Memorial Building, Chicago.

Bayard Holmes, B. S., M. D., Senior Professor of Principles of Surgery, Columbus Memorial Building, Chicago.

John H. Curtis, M. D., Professor of Therapeutics, Clinical Instructor in Medicine, Chicago View Building, Chicago.

G. Frank Lydston, M. D., Professor of Genito-Urinary Surgery and Venereal Diseases, Reliance Building, Chicago.

Robert H. Babcock, A. M., M. D., Professor of Clinical Medicine and Diseases of the Chest, Columbus Memorial Building, Chicago.

Boerne Bettman, M. D., Professor of Diseases of the Eye and Ear, and Clinical Ophthalmology, Venetian Building, Chicago.

John E. Harper, A. M., M. D., Professor of Diseases of the Eye and Ear, and Clinical Ophthalmology, Masonic Temple, Chicago.

J. M. G. Carter, A. M., Sc. D., Ph. D., M. D., Professor of Clinical and Preventive Medicine, Waukegan.

W. S. Christopher, M. D., Professor of Pediatrics, 408 Center street, Chicago.

John B. Murphy, M. D., Professor of Clinical Surgery, Reliance Building, Chicago.

Henry T. Byford, A. M., M. D., Professor of Gynecology, and Clinical Gynecology, Reliance Building, Chicago.

William Allen Pusey, A.M., M.D., Secretary of the Faculty and Professor of Dermatology and Clinical Dermatology, Columbus Memorial Building, Chicago.

- Moreau R. Brown, M.D., Professor of Rhinology and Laryngology, Venetian Building, Chicago.
- T. A. Davis, M.D., Professor of Principles of Surgery, 987 Jackson Boulevard, Chicago.
- J. A. Wesener, Ph. C., M.D., Professor of Chemistry, Columbus Memorial Building, Chicago.
- T. Mellville Hardie, A.M., M.D., Professor of Otology, Venetian Building, Chicago.
- W. Augustus Evans, M. D., Professor of Pathology, Columbus Memorial Building, Chicago.
- Frank B. Earle, M.D., Professor of Obstetrics, 902 West Monroe street, Chicago.
- Henry L. Tolman, Lecturer on Medical Jurisprudence, 929 Chicago Opera House Block, Chicago.
 - F. R. Sherwood, M.D., Professor of Anatomy, 100 State street, Chicago.
- W. T. Eckley, M.D., Professor and Demonstrator of Anatomy, 386 Ashland Boulevard, Chicago.
- Adolph Gehrmann, Professor of Bacteriology, Columbus Memorial Building, Chicago.
- Charles Davison, M.D., Professor of Surgical Anatomy, 103 State street, Chicago.
- A. H. Brumback, M. D., Professor of Physical Diagnosis, Reliance Building, Chicago.
- Edward C. Seufert, M.D., Adjunct Professor of Histology and Microscopy, 829 Milwaukee avenue, Chicago.
- G. W. Post, A.M., M.D., Adjunct Professor of the Practice of Medicine, 1987 Washington Boulevard, Chicago.
- George F. Butler, Ph. G., M. D., Professor of Materia Medica and Clinical Medicine, Columbus Memorial Building, Chicago.
- E. G. Earle, M. D., Professor of Histology and Microscopy, 91 Lincoln avenue, Chicago.
- J. T. Milnamow, M.D., Professor of Physical Diagnosis, 1613 Park avenue, Chicago.
- W. M. Harsha, M.D., Professor of Operative and Clinical Surgery, Columbus Memorial Building, Chicago.
- M. L. Goodkind, M.D., Professor of General Diagnosis, Columbus Memorial Building, Chicago.
- F. E. Wynekoop, B.S., M.D., Professor of Biology and Embryology, 1563 West Monroe street, Chicago.
- T. B. Wiggin, M.D., Adjunct Professor of General Diagnosis, Reliance Building, Chicago.
- A. H. Burr, Ph. B., M. D., Adjunct Professor of the Practice of Medicine, Reliance Building, Chicago.
- W. H. G. Logan, D.D.S., Professor of Dental Surgery, 785 Winthrop avenue, Chicago.
- Carl Beck, M.D., Professor of Surgical Pathology. Reliance Building, Chicago.
- L. Harrison Mettler. M.D., Professor of Physiology of the Nervous System, 100 State street, Chicago.
- Casey A. Wood, C.M., M.D., Professor of Clinical Ophthalmology, 103 East Adams street, Chicago.
- A. McDiarmid, M.D., Adjunct Professor of Obstetrics, 103] State street, Chicago.

- L. J. Mitchell, M. D., Adjunct Professor of Anatomy, City Hall, Chicago.
- C. C. O'Byrne, M. D., Adjunct Professor of Pathology, 747 W. Monroe street, Chicago.
- Rachelle S. Yarros, M. D., Adjunct Professor of Clinical Obstetrics, 18 Bellevue Place, Chicago.

LECTURERS, DEMONSTRATORS, AND CLINICAL INSTRUCTORS.

- W. E. Gamble, B. S., M. D., Lecturer on Ophthalmology and Otology, Reliance Building, Chicago.
- Franklin S. Cheney, A. M., M. D., Lecturer on Diseases of Children and Clinical Instructor in Medicine, 1004 West Madison street, Chicago.
- W. L. Ballenger, M. D., Lecturer on Rhinology and Laryngology, 100 State street, Chicago.
- F. W. E. Henkel, Ph. G., M. D., Lecturer on Materia Medica, 103 State street, Chicago.
- F. Gregory Connell, M. D., Lecturer on Surgery, 998 Douglas Boulevard, Chicago.
- S. G. West, M. D., Lecturer on Gynecology, Columbus Memorial Building, Chicago.
- D. N. Eisendrath, M. D., Lecturer on Surgical Pathology, 103 State street, Chicago.
- R. H. Brown, M. D., Clinical Instructor in Diseases of Nose and Throat, 1217 Jackson Boulevard, Chicago.
- M. Corbett, M. D., Clinical Instructor in Gynecology, 1086 West Twelfth street, Chicago.
- C. M. Ballard, B. S., M. D., Clinical Instructor in Gynecology, 243 South Leavitt street, Chicago.
- H. E. Santee, M. D., Clinical Instructor in Chest Diseases, 770 Warren avenue, Chicago.
- H. W. Berard, M. D., Clinical Instructor in Diseases of the Eye and Ear, 1107 West Chicago avenue, Chicago.
 - Ira Wynekoop, M. D., Instructor in Biology, College.
- Thomas J. Jackson, A. M., M. D., Assistant to the Professor of Practice of Medicine, 521 Thirty-ninth street, Chicago.
- U. G. Darling, M. D., Clinical Instructor in Nervous Diseases, 1001 West Madison street, Chicago.
- F. F. Seville, Ph. G., M. D., Clinical Instructor in Rhinology and Laryngology, 1620 West Madison street, Chicago.

Benjamin Feltenstein, Clinical Instructor in Children's Diseases, 1573 Monroe street, Chicago.

- W. M. Burroughs, M. D., Clinical Instructor in Genito-Urinary Diseases, 883 West North avenue, Chicago.
- Richard Fyfe, M. D., Clinical Instructor in Orthopedics, 84 North Robey street, Chicago.
- C. W. Barrett, M. D., Clinical Instructor in Gynecology, 438 LaSalle avenue, Chicago.
- F. J. Ehrmann, M. D., Clinical Instructor in Surgery, 932 Nest Twenty-second street, Chicago.
- W. E. Coates, Jr., M. D., Instructor in Bacteriology and Pathology, 655 West Twelfth street, Chicago.
- S. B. Dickinson, M. D., Clinical Instructor in Diseases of Children, Austin, Illinois.
- Rosa Engleman, M. D., Clinical Instructor in Children's Diseases, 3033 Indiana avenue, Chicago.

- H. E. Wagner, M. D., Clinical Instructor in Genito-Urinary Diseases, corner Milwaukee and Armitage avenues, Chicago.
- C. D. Pence, M.D., Clinical Instructor in Diseases of the Chest, 1392 Ogden avenue, Chicago.
 - C. E. Humiston, M. D., Clinical Instructor in Diseases of the Chest, Austin.

Anabel B. Holmes, M. D., Clinical Instructor in Nervous Diseases, 103 State street, Chicago.

- F. A. Phillips, M. D., Clinical Instructor in Diseases of the Eye & Ear, 100 State street, Chicago.
- W. S. Royce, M. D., Clinical Instructor in Surgery, 240 Honore street, Chicago.
- A. B. Hale, B. A., M. D., Instructor in Opthalmology, 103 State street, Chicago.
 - S. S. Fridus, M. D., Instructor in Practice of Medicine, College.
 - F. C. Zapffe, M. D., Instructor in Diseases of the Chest, College.

Theodore Tieken, M. D., Instructor in Pathology, College.

C. F. Stoltz, M. D., Clinical Inspector in Medicine, Morgan Park.

Theodore Sachs, M. D., Clinical Instructor in Medicine, 478 South Ashland venue, Chicago.

- G. E. Taylor, D. D. S., Clinical Instructor in Dental Surgery, 131 Ashland Boulevard, Chicago.
- E. E. Antisdale, M. D., Clinical Instructor in Opthalmology and Otology, 103 State street, Chicago.
- S. Dahl, M. D., Clinical Instructor in Surgery, 822 North Western avenue, Chicago.

Aime Paal Heinick, M. D., Clinical Instructor in Genito-Urinary Diseases, \$72 Trumbull avenue, Chicago.

E. A. Fischkin, M. D., Clinical Instructor in Dermatology, 465 Milwaukee avenue, Chicago.

John S. Nagel, M. D., Clinical Instructor in Surgery, 323 South Western avenue, Chicago.

N. M. Verry, Superintendent, College.

Grace H. Bryant, Librarian, College.

- E. M. Heelan, Clerk, College.
- P. D. Whyte, Curator of the Laboratories, College.

SCHOOL OF PHARMACY.

FACULTY.

Frederick Marion Goodman, Ph. G., Dean of the Faculty, Professor of Materia Medica and Botany and Director of the Microscopical Laboratory, 465 State street, Chicago.

Carl Svante Nicanor Hallberg, Ph. G., Professor of Theoretical and Practical Pharmacy and Director of the Pharmaceutical Laboratories, 358 Dearborn street, Chicago.

William August Puckner, Ph. G., Professor of Physics and Chemistry and Director of the Chemical Laboratory, 75 Wells street, Chicago.

William Baker Day, Ph. G., Secretary of the Faculty, Professor of Historical Botany, 465 State street, Chicago.

Henry Horac e Rogers, Ph. B., M. D., Lecturer en Physiology, 465 State street, Chicago.

Ephriam Dinsmorellrvine, Ph. G., Instructor in Pharmacy, 358 Dearborn street, Chicago.

Edmund Norris Gathercoal, Ph. G., Assistant in Microscopy, 465 State street, Chicago.

Walter August Jungk, Ph. G., Assistant in Chemistry, 465 State street. Chicago.

PREPARATORY SCHOOL,

INSTRUCTORS.

Edward Gardiner Howe, B. S., Principal, South Matthews avenue, U.

Lillie Adelle Clendenin, Instructor in English, 1101¹2 California avenue, U.

Charles Brewster Randolph, A. B., Instructor in Greek and Latin, 412 West Elm street, U.

Clarence Walworth Alvord, A. B., Instructor in History and Mathematics, 1101 California avenue, U.

James William Buchanan, Instructor in Mathematics, 928 West Green street, U.

STATE LABORATORY OF NATURAL HISTORY.

LABORATORY STAFF.

Professor Stephen Alfred Forbes, Ph. D., Director, 1209 West Springfield auenue, U.

Charles Arthur Hart, Systematic Entomologist, 923 West Green Street, U. Charles Atwood Kofoid, Ph. D., Superintendent of Natural History Survey, 909 California avenue, U.

Mary Jane Snyder, Secretary, 806 South Sixth street, C.

Henry Clinton Forbes, Librarian and Business Agent, 912 West Illinois street, U.

Lydia Moore Hart, Artist, 923 West Green street, U.

Alice Marie Beach, M. S., Entomological Assistant, 912 West Illinois street, U.

Howard Oakley Woodworth. M. S., Entomological Assistant, 610 East Clark street, C.

Edward Clarence Green, B. S., Field Entomologist, 603 East Springfield avenue, C.

Ralph Waldo Braucher, B. S., 603 East Springfield avenue, C.

Thomas Large, B. A., Ichthyological Assistant, 702 West Oregon street, U.

AGRICULTURAL EXPERIMENT STATION.

STATION STAFF.

Professor Eugene Davenport, M. Agr., Director, Agriculturalist, Experiment Station Farm, U.

Professor Thomas Jonathan Burrill, Ph. D., Horticulturalist and Botanist, 1007 West Green street, U.

Cyril George Hopkins, Ph. D., Chemist, 907 South Wright street, C.

Professor Stephen Alfred Forbes, Ph. D., Consulting Entomologist, 1209 West Springfield avenue, U.

Professor Donald McIntosh, V. S., Consulting Veterinarian, 511 West Park street, C.

George Perkins Clinton, M. S., Assistant Botanist, 913 California avenue, U.

Wilbur John Frazer, B. S., Assistant in charge of Dairying, 1003 South Wright street, C.

Perry Greely Holden, B. S., Assistant Agriculturalist, 903 California avenue, U.

Joseph Cullen Blair, Assistant Horticulturalist, 1411 West Springfield avenue, U.

Louie Henrie Smith, M. S., Assistant Chemist, 604 Daniel street, C.

Archibald Dixon Shamel, B. S., Field Assistant, 811 West Illinois street, U.

The insertion of this list will give as good an idea of the breadth of University work as can be supplied in equal space.

FINANCIAL STATEMENT.

The following summary will show the receipts and disbursements of the University, in a general way, for the year ending June 30, 1899, and also for the year ending June 30, 1900:

Financial Statement of the University of Illinois, for the twelve months ending June 30, 1899.

Receipts July 1, 1998 to June 30, 1899.		
Balance. Interest on endowment and land contracts Fees from students Departments and laboratories. Miscellaneous State appropriations. State Laboratory of Natural History. United States Government. Agricultural Experiment Station School of Pharmacy. School of Medicine	\$24.961 64 29,281 07 5,764 70 5,538 57 188,500 00 11,000 00 24,000 00 18,383 95 11,717 51	\$9,140 6 372,527 5
Expenditures, July 1, 1898 to June 30, 1899.		\$381,668 2
Salaries for instruction Salaries for services Departments and laboratories Miscellaneous. State appropriations, not including salaries, Laboratory of Natural History. Agricultural Experiment Station School of Pharmacy. School of Medicine.	23, 357 39 7, 888 36 10, 269 66 115, 711 49 11, 830 64 18, 544 33 10, 578 16 43, 458 48	363, 483 5
Balance June 30, 1899		\$18, 184 7
]	\$381,668 2

Financial Statement of the University of Illinois for the twelve months ending June 30, 1900.

Receipts July 1, 1899 to June 30, 1900.			
Balance, general Illinois State Laboratory Natural History balance. Interest on endowment and land contracts Fees from students Departments and laboratories Miscellaneous. Donations, Edward Snyder fund. State appropriations United States Government. Agricultural Experiment Station. School of Pharmacy.	36, 367 68 12, 783 15 6, 695 41 9, 500 00 254, 230 00 25, 000 00 16, 007 04 11, 240 89		
College of Medicine.	71,428 10	487, 402	51
Expenditures July 1, 1899 to June 30, 1900.		\$506,587	24
Salaries for instruction. Salaries for services. Departments and laboratories Miscellaneous State appropriations, not including salaries Laboratory of Natural History Agricultural Experiment Station School of Pharmacy College of Medicine.	23, 214 83 8, 495 48 11, 979 81 156, 606 33 266 03 15, 539 78 10, 627 57 79, 507 24		32
Balance June 30, 1900	• • • • • • • • • • • • • • • • • • • •	\$ 59, 187	92

BUILDINGS.

The notable event in connection with university buildings is the construction of the splendid group of agricultural buildings now approaching completion on the south campus.

The appropriation for this purpose was \$150,000.00. It has been expended in a group of five buildings, erected in a very plain, but rich style of architecture, and in a very economical form of construction. Never until now has the State expended any considerable sum of money at one time to provide an agricultural plant. While considerable sums in the aggregate have been provided since the organization of the University, there has never been sufficient at any one time to lay out a comprehensive plan of agricultural operations. As a result, the agricultural work of the University has never, until recent years, shown any very strong grasp upon the State agricultural interests. The reason, or explanation, of this, it is worse than idle to discuss.

In the last two or three years a very sharp quickening of interest has manifested itself among the agricultural masses, and at the last meeting of the Legislature this factor came to the help of the University authorities, and brought about the appropriation of a handsome sum for a University agricultural plant. This has enabled the authorities of the University to lay out a comprehensive scheme of buildings which I have every reason to believe will prove more serviceable to the end in view than any other similar scheme in the country. The style of architecture employed, with the economy in construction adhered to, has resulted in the enclosing of an enormous

space for housing all the multitudinous interests which are classified under the general term of scientific agricultural education.

FIRE LOSSES.

The University has been especially unfortunate in recent years through losses by fire.

In August, 1896, the Chemical Laboratory was almost wholly destroyed by a stroke of lightning, and resulting fire.

In June, 1897, the Natural History Building was seriously, though not so completely, injured by a similar visitation.

On the morning of Saturday, June 9 last, at 2 o'clock, the oldest building on the campus, which accommodated our Wood Shops, Testing Laboratory, Hydraulic Laboratory, Repair Shops, Gymnasium, etc., was entirely destroyed by fire. The origin is unknown. There was much combustible material in the building, and before we were aware that it was on fire it was beyond all hope. In an hour nothing was left but the outside walls.

This entails upon the University a very serious loss. While the building was an old one, it was substantial, and it was exceedingly useful. It housed many important interests. The moneyed value of the structure, with apparatus, was quite \$75,000.00, and the actual loss to us is considerably in excess of that amount.

We have made such temporary arrangements to continue instruction which was carrried on in the destroyed building as we have been able, but much of the work will have to be deferred until the Legislature can relieve us from the exigency in which we find ourselves.

NEW BUILDINGS.

The needs of the University in the way of additional structures are great and imperative. The recent fire to which I have just referred creates the need of a new gymnasium building, and also a new engineering building, which shall house the laboratory of applied mechanics and the hydraulic laboratory, or of two engineering buildings, which shall separately house these interests. Such a student body as we now have can not be deprived of a gymnasium for any length of time without grave impropriety, and surely the instructional work of the University which has already been firmly established can not long be interferred with by such a cause as this. It is assumed that the Legislature will make good the loss at its first opportunity.

The serious need of a new chemical laboratory still continues. While the chemical work is under roof, the manner in which it is housed is a positive discredit to the State. The chemistry department of the University is a noble one; noble as to breadth and thoroughness, as to the number of students benefitted thereby, and as to its relations to other university work. It is being seriously

crippled by the insufficient accommodations, and it is the prayer the University that the State will, at the next session of the Leg lature, relieve us from this situation.

Among the most pressing needs of the University is an audier building. The only place for large meeting is the old chapel, whi will seat from six to seven hundred people comfortably. In t coming year, doubtless two thousand people will be numbered in t regular University community. While we hold our commenceme exercises in the Armory, it is a great trouble to arrange it for tl purpose, and we can not undertake to do it for other meetin Accordingly, half or two-thirds of the people who would like to co to the ordinary university convocations remain away because the know they can not obtain comfortable seats. It is to be hoped that an early day the State will give us a building which will comfor ably seat twenty-five hundred people. In this audience room the should be placed a fine pipe organ, in the interests of the University if in general, and particularly as a stimulant to the musical terests of the University.

ATTENDANCE.

The following number of students will show the registration of 1 University for the year 1898–1899, and also for the year 1899–1900

1898-1899	1,824	1899-1900
The total attendance by ye has been as follows:	ars, fi	rom the opening of the Universi
1868-1869	77	1884-1885
1869-1870	142	1885-1886
1870-1871	180	1886-1887
1871-1872	388	1887-1888
1872-1878	402	1888-1889
1878-1874	406	1889-1890
1874-1875	374	1890-1891
1875-1876	386	1891–1892
1876-1877	388	1892-1893
1876-1877 1877-1878	362	1893-1894
1876-1877		

352 382 330 The counties of the State of Illinois were represented in the student body in the year 1899–1900 as follows:

msxander.	32 Lee
	5 Livingston
od	1 Logan
ONG ONG	6 Macon
aw	1 Macoupin
reau	26 Madison
houn	1 Marion.
Toll	5 Marshall
18	3 Lason
	890 Massac
ristian	28 McDonough
rk	5 McHenry
7 ;·····	5 McLean
nton	4 Menard
68	18 Mercer
) k	263 Montgomery
wford	6 Morgan
mberland	4 Moultrie.
kalb.	5 Ogle
TO A A	10 Peorla
	10 Peorla
nglas	28 Perry
Page	5 Platt
PAT	15 Pike
wards	2 Pope
ngham	6 Pulaski
rette	7 Putnam
d	21 Richland.
inklin.	1 Rock Island
A	• I =
latin	1 Sangamon
ene	5 Schuyler
andy	5 Scott
ncock	18 Shelby
nderson	8 Stark
ary	9 St. Clair.
quois	19 Stephenson.
	Manager 11
Eson	5 Tazewell
per	1 Union
ferson	5 Vermilion
86y	2 <u>Wabash</u>
)avioss	4 Warren
Dson	6 Washington
16	20 Wayne
kakee	15 White
ndall	
0x	21 Will
KO	4 Williamson
5 & lle	89 Winnebago
Wrence	2 Woodford

It is proper to say that a very large part of the students credited to Champaign county are from families who come from a distance and take up residence here for the education of their children.

Other States, territories and countries were represented in the student body last year as follows:

STATES.

Alabama.	• • • •	1 Nebraska	
		1 Nevada	
Yelliophia		7 New Hampshire	
~viurana		8 New York	1
- 4V1 I(1)		1 North Dekote	
	11	11 Obio	
······································		Oregon	
	-	Pennsylvania	
=- Milipa V		9 South Dako'a	
		1 Tennessee	
		8 Texas	
Massachusetta		1 Utah	
	7	9 Virginia	
Minnesota	2	Wisconsin	
dississippi Lissonri		2 Wyoming.	
Kissouri	1	2	

TERRITORIES.

Oklahoma	1			
COUNTRIES.				
Canada. China.	Moravia. New Mexico			
Cuba. Denmark	1 Norway			
Germany	1 Sweden			

ACCREDITED HIGH SCHOOLS.

The system of accrediting high schools to the university continuously satisfactory operation. These schools are visited by University's High School Visitor, and if their course of instruct and quality of work meet his approbation he reports the fathe General Faculty of the University, and upon vote of that I they are given a place on the accredited list. This means that I graduates are received in the university upon their diplomas without examination.

The list of accredited schools is as follows:

Aledo,	Chicago Manual	Hoopeston,	Polo.
Alton.	Training,	Jacksonville,	Pontiac,
Amboy,	Chrisman,	Jerseyville,	Princeton,
Anna,	Clinton,	Joliet,	Quincy.
Arcola,	Clinton, Ia.,	Kankakee.	Ridge Farm,
Atlanta,	Cobden.	Keokuk, Iowa,	Riverside,
Aurora, (East)	Danville,	Kewanee.	Robinson,
Aurora. (West)	Davenport, Ia.,	Lacon.	Rochelle.
Batavia, (East)	Decatur.	LaGrange,	Rockford,
Beardstown,	Delavan,	Lanark,	Rock Island.
Belleville,	Dixon, (North)	LaSalle.	Rossville,
Belvidere, (North)	Dixon, (South)	LeRoy,	Rushville,
Belvidere, (South)	Downer's Grove,	Lewistown.	St. Louis, Mo.,
Bement.	Dubuque, Ia	Lexington,	Salem,
Bloomington,	Dundee,	Lincoln,	Sandwich,
	Dundee, Du Onein	Litchfield,	Savanna,
Blue Island,	DuQuoin,	Titonnoid,	Shelbyville,
Burlington, Ia.,	Dwight,	Lockport,	Suetpara Coll
Cairo,	East St. Louis,	Macomb,	Southern Coll
Camp Point.	Edwardsville,	Marengo.	Institute, (Al
Canton,	Effingham.	Marseilles,	Sparta.
Carlinville,	Elgin.	Mattoon,	Springfield,
Çariyle,	Elmwood,	McLeansboro,	Sterling.
Carrollton,	Evanston.	Mendota, (East)	Streator,
Carthage.	Evansville, Ind.,	Mendota, (West)	<u>S</u> ullivan,
Centralia,	Farmer City.	Metropolis,	Taylorville,
Champaign,	Farmington,	Moline.	Terre Haute, II
Charleston,	Freeport,	Monmouth,	Tuscola,
Chicago—	Fulton,	Monticello,	Urbana.
Austin,	Galena.	Mound City,	Vandalia,
Calumet.	Galesburg.	Mount Carmel.	Vienna,
Englewood.	Galva.	Mount Carroll,	Virden.
English High and	Geneseo.	Mount Vernon.	Washington,
Manual Training,	Gibson City,	Murphysboro.	Watseka,
Hyde Park,	Grand Prairie Semi-	Newton.	Waukegan.
Jefferson.	nary. (Onarga)	Normal,	Wenona,
Lake,	Greenfield,	Oak Park,	Western, Mili
Lake View.	Greenville,	Ölney,	Academy (1
Marshall,	Griggsville,	Oregon.	Alton)
Medill.	Harvard,	Ottawa,	Wheaton,
North Division.	Harvey,	Pana,	Wilmington,
North Division	Havana,	Paris,	Winchester,
South Division,	Haner	Paxton,	Woodstock.
South Division,	Henry,		Wyoming.
South Chicago,	Highland Park,	Pekin,	
West Division.	Hillsboro,	Peoria,	Yorkville,
Chicago Heights.	Hinsdale,	Pittsfleld,	

Biggsville. (Township High School) Chillicothe. Clyde. (Township High School) Colfax.

DeKalb,
Flora,
Gilman,
Marshall,
Morris,
Mt. Morris College.

Mt. Pulaski, Nashville, North Park College, (Chicago) Odell, Pecatonica. Plano.
Sheffield,
Sycamore,
Warren.
Warren Academy,
Whitehall.

COLLEGE OF MEDICINE.

In 1897 the College of Physicians and Surgeons, of Chicago, became affiliated with the university as its school of medicine. The arrangement to this effect was to cover a period of three years. This period was really looked upon by both sides as a trial period. Before its expiration in May last it had proved so satisfactory and advantageous to both institutions that a more permanent arrangement was mutually desired.

Accordingly, committees were appointed from the board of trustees of the two institutions for the purpose of devising a scheme for a complete union of the College of Physicians and Surgeons with the State University on the basis of the permanent absorption of the property of the college by the university. Investigations which were carefully made led the joint committee to believe that out of the university equity in the surplus earnings of the medical college the entire property of that college could be paid for in a period of twenty-five years. Accordingly, an elaborate agreement was prepared and entered into by the two boards of trustees, under which the ultimate authority over the medical college became vested in the university, and its right to the property became absolute as soon as the accumulated earnings which were determined to belong to the university should equal the agreed-upon value of the real estate and ⁶Quipment.

This arrangement, in a word, gives the university a medical college of first-class without any cost to the State. It does so at once. It rounds out the university organization to completion, and it enables the State to exert its influence directly in the uplifting of medical education. It gives added help to the other departments of the university and gives the help of those departments to medical learning.

The medical college is growing rapidly in numbers and in influce, and its complete absorption by the university is a subject for congratulation by all friends of the institution.

EXTENSION OF WORK.

In the biennial period, the work in which the university was formorly engaged has been very materially strengthened and improved, and several important new lines have been taken up.

A year ago we commenced some new lines in railroad engineering. Interest in this line of work has been growing for several years. Some three years ago the Cleveland, Cincinnati, Chicago & St. Louis Railway Company (Big Four), built a dynamometer car for our use upon its system, which has been much employed and become very serviceable in our instructional work, as well as serviceable in the in-

terests of the road. Last spring the Illinois Central Railroad did the same thing, and decided improvements were made upon the first car constructed, so that we have two of these testing cars now at our disposal.

The work in our old departments of civil engineering and mechanical engineering has been of much interest to the railroads, and taken together with the facilities afforded by our dynamometer cars, and the help of an additional instructor in railway engineering, and the cordial cooperation of all the railroad officials with whom we come in contact, has enabled us to meet the wishes of a continually increasing number of students who contemplate entering the railway service.

I am very glad to be able to say also that the railroads are seeking our graduates for regular service, and that our students find places at reasonable remuneration as soon as they are ready for work. All this is most encouraging, for on the one hand it leads young men to seek a college training as a means of entering into railway service, and on the other hand it provides a more competent, versatile, and resourceful service for the railroads.

We have also taken up several lines of work relating to the life of the household. These cover the construction, decoration, and furnishing of the house, household sanitation, clothing, the selection, preparation, and service of foods; in short, all matters relating to habits of life, and improvements in living.

In the summer of 1899, the university made an earnest effort to establish a summer term. Some such efforts had been made some years ago, but without much success. The last one secured the attendance of 148 students during a term continuing nine weeks. The offerings were not many, but the work was satisfactorily initiated, and the results were quite substantial. The work offered was largely of a character which would appeal to teachers in the high schools of the State, and persons of this class responded in considerable numbers. Students were allowed to do work which might count towards a university degree, and many availed themselves of the privilege.

The results of the summer's experience were so encouraging as to lead the board of trustees to provide a similar term in the summer of 1900. The financial straits of the university were such as to prevent us from putting as much money into the enterprise the second summer as the first one. As a result, the attendance was somewhat diminished. The term fees of the summer school are merely nominal, and the receipts from this source provide only something like twenty per cent. of the cost of the term.

However, I have pleasure in saying that the matter has been recently thoroughly considered by the board of trustees, and it has been decided to make the summer term a permanent feature in university work. Accordingly, a much more liberal appropriation has been made for the term in the summer of 1901 than ever before. The offerings will be increased, and some outside help will be secured to enable us to make the best practicable provision for the natural constituents of the State university.

The university has grown in the last two years beyond all precedent. Its faculty has been increased and strengthened, its buildings and equipments have been extended, its work has been multiplied and intensified, its student body has steadily grown larger, and its usefulness to the State has everywhere become more manifest, and all this has come to be very cheerfully recognized.

Very sincerely yours,

A. S. DRAPER, President.

ILLINOIS STATE NORMAL UNIVERSITY.

NORMAL, ILLINOIS.

Hon. Alfred Bayliss, Superintendent of Public Instruction.

DEAR SIR:—In accordance with your request I present the following biennial report of the Illinois State Normal University.

The Board of Education of the State of Illinois for the two years ending June 30, 1900, was as follows:

Hon. William H. Green, Cairo, President.

Hon. Alfred Bayliss, Springfield, ex-officio and Secretary.

Enoch A. Gastman, Decatur.

Charles L. Capen, Bloomington.

William R. Sandham, Wyoming.

E. R. E. Kimbrough, Danville.

Matthew P. Brady, Chicago.

Mrs. Ella F. Young, Chicago.

Peleg R. Walker, Rockford.

M. E. Plain, Aurora.

Forrest F. Cook, Galesburg.

James H. Norton, Ravenswood.

M. W. Shannahan, Chicago.

Jacob A. Baily, Macomb.

George B. Harrington, Princeton.

F. D. Marquis. Bloomington, Treasurer.

Mr. Norton died at Southampton, England, June 26, 1900, while on his way to the Paris exposition to serve as a member of the awarding committee in the educational exhibit. On July 23 Mr. F. A. Houghton, Chicago, was appointed in his stead.

The faculty for 1898-9 was as follows:

John W. Cook, A.M., LL.D., President, Professor of Mental Science and Didactics.

Henry McCormick, A.M., Ph.D., Vice-President, Professor of History and Geography.

Buel P. Colton, A.M., Professor of Natural Sciences.

David Felmley, A.B., Professor of Mathematics.

Charles A. McMurry, Ph. D., Supervisor of Practice.

O. L. Manchester, A.M., Professor of Ancient and Modern Languages.









Manfred J. Holmes, B.L., Assistant in Mental Science and Didactics.

J. Rose Colby, Ph.D., Preseptress and Professor of Literature.

Mary Hartmann, A.M., Assistant in Mathematics.

Clarissa E. Ela, Teacher of Drawing.

Eva Wilkins, Assistant in History and Geography.

B. C. Edwards, Teacher of Gymnastics.

Amerlia F. Lucas, Teacher of Reading.

Elizabeth Mavity, Teacher of Grammar.

Frederick D. Barber, Assistant in Natural Sciences.

Mary R. Potter, A. B., Assistant in Ancient Languages.

Andrew H. Melville, Principal of Grammar School.

Lida B. McMurry, Assistant Training Teacher, Primary Grades.

Maud Valentine, Assistant Training Teacher, Intermediate Grades.

Anne A. Stanley, Assistant Training Teacher, Grammar Grades.

O. R. Zoll, Principal First Intermediate Grade.

Charles H. Allen, Principals of Second Intermediate Grade.

Francis E. Cole. Principals Second Primary Grade.

Lillian Trimble, Principal First Primary Grade.

Elmer W. Cavins, Teacher of Penmanship and Orthography.

Ange. V. Milner, Librarian.

At the opening of the Northern Illinois State Normal School at DeKalb, in 1899, President Cook, Dr. McMurry, and Miss Potter were elected to the faculty of that institution. Arnold Tompkins, Ph.D., J. J. Wilkinson and Miss Irene Blanchard were elected to fill the vacancies thus created. Mrs. Ida Gove was appointed teacher of music; Mr. Frank S. Bogardus, Principal of the Practice School; Charles W. Whitten, Principal Second Intermediate; Frank J. George, Principal First Intermediate; Will H. Johnson, Principal Second Primary; and Annabelle Melville, Principal of First Primary.

The attendance for the year 1898-9 in the Normal department was 840. For 1899-1900 the attendance was 1,008. The attendance in the Practice School for the same periods was 298 and 248 respectively. The aggregate for the first named year in all departments was 1,138, for the second 1,256. The large attendance in the Normal department in the latter year was due to the 371 additional students enrolled in the summer term. In 1898-9, 83 counties were represented in the Normal department; in 1899-1900, 82 counties. In these years 17 and 29 students respectively were admitted from other States. Such students are admitted on the payment of tuition at the rate of \$1.00 per week. It is arranged, however, that if they afterwards teach an equal time in the public schools of Illinois this tuition will be refunded.

With the opening of the State Normal Schools at DeKalb and Charleston has come a shrinkage of about 150 in the average attendance in the normal department as compared with the two preceding years. While this shrinkage in attendance has brought needed relief in the size of our classes, most of our classes are still too large and our instructors are overburdened with work. Twenty five recitations per week, each fifty minutes in length, are still regularly required of our teachers.

During the past year a radical revision of the course of study has been undertaken. There is now provided a course of twenty-four credits, a credit representing twelve weeks' work in a subject as done by the best grade of students, graduates of superior high schools with four year courses whose work is fully accredited at the University of Illinois. Classes are provided for students of inferior preparation by which they may obtain a credit in two or in three terms. These students may be from six to twelve terms in completing the While this flexibility in the course adapts it to students of every grade of ability and preparation, we arrange our studies for working purposes according to three programs; a two-year program for graduates of superior high schools or those of equivalent preparation, a three-year program for graduates of village high schools, and a four-year program for students whose preparation has been practically limited to a good elementary course. Latin and Greek may be substituted in any of these programs to the extent of six credits. In the four-year program especial attention is paid to the needs of teachers in the rural schools. Elementary science, especially as related to agriculture and composition has been made prominent features of the first year's work. Social science and economics have been made a required study in all programs. Series of electives are provided for such students as desire to prepare for primary work, science, mathematics, literature, or other specialties. But no student is permitted to substitute these electives for the regular credits unless he has acquired, either in the normal school or elsewhere, a certain minimum standard in the omitted branches. The number of daily exercises required by the student bas been reduced to twenty per week and the recitation period has been lengthened to fifty minutes. It is believed that with fewer lines of work and more concentrated effort a higher degree of scholarship will be secured.

In the practice school the environment has been made more natural. That is, more like the conditions prevailing in ordinary schools where children study and recite alternately in the same room. Eight critic teachers are now provided for the eight grades and the student-teacher is almost constantly beneath the eye of a competent supervisor. Since a large proportion of our graduates become high school teachers the work of the practice school has been extended into the ninth, tenth and eleventh grades so as to provide practice in high school teaching. This high school department of the model school is unlike the high school existing here prior to 1895 in which all the teaching was done by regular paid instructors. Our work has been greatly hampered by the diminished attendance in the practice school,

which last year averaged about 200. At its last meeting the Board of Education reduced the tuition charge, which had been \$15 per year in the intermediate and \$25 per year in the grammar grades, to the uniform fee of \$1 per term. It was hoped that with this reduction the practice school rooms would be filled with children. Our experience at this date, Oct. 20. 1900, indicates that some other plan must be adopted.

A six weeks' summer term, beginning June 25th, was held during the past summer. The enrollment, 446, far exceeded our most sanguine expectations. As was expected, there was a goodly number of young people just preparing to begin the work of teaching. Our attendance, however, consisted mainly of the best teachers of our graded schools, ambitious people of maturity and skill, who had come for the inspiration and suggestion that the Normal School affords. The experience of last season fully demonstrates the wisdom of maintaining summer terms with courses especially adapted to teachers of experience and standing.

The Normal School is based on the proposition that always and everywhere there is but one question in education and that question is the teacher; that there is no merit in a school system that is not in the last analysis determined by the character of its teachers; that the supreme duty of the State that has undertaken the work of public education is to provide for the schools well-trained and devoted teachers. The question for the Normal School is, what can be done to equip the teacher for his high function?

Teaching is an art, and like all other arts it has its practices and rules, its methods and devices, handed down by tradition, or authoritatively stated by men of reputation. These rules and practices are often based on mere rules of thumb experience, often deliberately invented by presumptuous quackery; they are usually learned by imitation and followed in a more or less aimless manner. full of fads and humbugs. New methods are exploited by authors and publishers for the money there is in it. Teachers not grounded in a scientific knowledge of their art, and conscious of their own shortcomings, run after the latest prophet. Our teachers' institutes lack aim, plan, and definite coherence in the matter of method of instruction. They are too often devoted to advertising the latest educational panacea. Our school journals, too, are scrappy and inconsistent. Like the "science column" of the country newspaper, they often contain more superstition than science. We find articles advocating such a variety of contradictory methods that we soon rest satisfied that, however rank the poison, the antidote will appear in the next number. But what is the effect upon the young teacher? methods so diverse upheld by arguments so plausible and names so great, he concludes that all methods must be equally good and settles down to a callous indifference in regard to the whole matter.

Who shall decide between two conflicting methods? Miss A. teaches reading by the synthetic method; Miss B. by the word method. Each declares her method a success, because she has tried it and it works beautifully; and somehow the children do learn to read under

both methods. How often does the child learn, not because of, but in spite of our teaching! We are blind builders; only one blow in five hits the nail upon the head, and often we do not know which of the five it is! There is but one method; the child learns by it; it is the method that conforms to the laws of the child's mental growth. All our learning, all our devotion count for naught unless we teach in accordance with these laws. Not only do we waste time and energy by running counter to the child's normal activities, but we pervert and destroy these activities—the more by the very faithfulness and persistence of our efforts.

Now it is to cure this state of things that Normal Schools exist. It is evident that the best method is not to be found in mere experience. It is to be found in agreement with the nature of the child. Accordingly the Normal School sets up a definite aim for the teacher's effort. This aim is the "full realization of personality in a character of strength, beauty and freedom." Such a character involves a goodly measure of intellectual power, wide knowledge of truths and laws, appreciation of beauty in nature and art, a love of justice, generous human sympathy, and staunch moral integrity. As a means of attaining this end in character, it proposes to make the art of teaching rational by basing it upon its underlying science, namely, the knowledge of the physical, mental and moral nature of the child, and the laws that govern its growth. Teaching is no exception to the rule that all arts have in the beginning developed more rapidly than their related sciences. Man has learned through experience without knowing why, that certain methods secured the ends desired. The early arts were crude and imperfect; they waited for a scientific knowledge of their underlying principles to put their rules upon a rational basis and point the way for new methods and a finer skill. We have seen scientific agriculture trebling the yield of the sugar beet; we have seen the study of antiseptics and bacteria minimizing the dangers of surgery; we have seen the enormous strides made in all the industrial arts through the growth of science; we believe that scientific teaching may bring even greater blessings.

Without this scientific knowledge of the aim and methods of his art the teacher has only two resources to guide him in his work. The first is that strong sympathy with children and instinctive insight into their interests and aptitudes that marks what we call the born teacher. For this native tact and skill there is no substitute. Teachers in the large sense are born and can not be made. Yet in all other arts the Angelos and Beethovens, the Miltons and Edisons, availed themselves of every means to perfect themselves in the principles underlying the technical skill through which they expressed their genius. There has been no genius so vast or original that it has not been helped in this way. Much more must the teacher of moderate native endowment look to patient study of the principles of his art.

The second resource of the unscientific teacher is experience. But mere experience only rivets the chains of habit. It is the character of the practice and not the amount of it that makes experience val-

uable. If there is no insight into the meaning of the work done and the principles that are involved, no definite standards to test the results of the practice experience may simply confirm bad habits. At best mere experience can only bring a certain readiness in dealing with familiar conditions; it renders the teacher helpless in the presence of the new and unfamiliar.

The Normal School must stand for high scholarship. That the teacher should be scholarly is the traditional belief of the American people; indeed, in the popular regard it overshadows all other qual-The people are right. The very nature of the teaching process demands that the teacher see in its details and in its relations each body of truth that the pupil is to learn. In the school the child is to learn facts, he is to be led to generalizations from these facts, he is to acquire certain useful arts. Through the spontaneous activity of his own senses the child will discover facts if placed in the proper environment; but the ignorant teacher can neither create nor select the environment. In the marshaling and comparison of these facts, without assistance and direction by some skilled leader who understands their significance the student can discover right conclusions only by stumbling upon them. Skill in an art can be obtained by rightly directed practice. The unskilled teacher may see that his pupils practice, but mere sawing of the bow across the strings does not make the violinist. He may even direct that practice through some knowledge of the general rules of teaching but he can neither furnish models for imitation nor the inspiration of leadership.

It is said that one can teach a horse to trot without trotting himself and Jacotot went so far as to undertake to teach languages that he could neither read nor speak. But neither the horse trainer nor Jacotot were in the true sense teachers. To teach is not merely to cause to learn. All that they did was to arrange certain external conditions favorable to the self-activity of the pupils—a function belonging to the parent or the school board. There was none of the kindling enthusiasm, the contagious love of truth, the quickening touch of the master's spirit that is the soul of teaching.

The opinion prevails that so-called academical instruction, that is instruction in the matter of the branches should be limited to ordinary schools and colleges and that Normal schools should confine themselves to so-called professional work. The Normal school should exact extensive preparation from all who propose to enter its courses, yet the Normal school can not build upon the high school work as final. The high school student looks upon the subjects of study as so many masses of knowledge to be acquired. The teacher must regard them as the instruments of his art. He recognizes education as a growth, and the facts and principles of the various sciences as the means that minister to that growth. How knowledge is acquired is often of more importance than the knowledge itself.

The teacher must know the logical organization of a body of knowledge, its correlation with other fields of knowledge which the child may explore, and he must know further its organization with refer-

ence to the experience and interests of the child, that he may rightly determine the point of contact between the child and the study. Hence in the Normal school he must re-examine all the studies of the schools to reorganize their facts and laws from the point of view of the teacher. He should also make some advance into fresh fields of thought, if only to analyze the mental processes involved in his own learning.

Professional instruction divorced from the subjects of study is abstract and empty. It lacks interest, content and meaning. It is like practicing with knife, fork, and spoon in the absence of victuals. The best instruction of our Normal schools will always be in close touch with the regular branches of our school curriculum.

The Normal school stands for teaching as a profession.

In all the higher callings and occupations young men formerly learned their art or trade mainly by observation and limitation during a period of apprenticeship. The master took such moments as he could snatch from the busy hours of his profession to explain its principles and rules. In recent years in all these callings technical schools have arisen, in which the best minds devote their entire energies to developing and teaching the scientific principles pervading the profession. In a single generation of technical schools pharmacy, dentistry, chemistry, engineering and the art of teaching have made more progress than in centuries before.

Of all the ancient symbols that have come down to us none is more significant than the symbol of learning, the lamp. It shows that the teacher must be fired with a holy enthusiasm for his work. To beget in teachers this enthusiasm, to give them a due sense of their own dignity and worth and to raise their calling in the popular regard is the essential function of the Normal school. The esprit de corps that makes a physician or general so jealous of his professional honor comes largely from community of education. The young man destined for the army goes to West Point. During all the years of his residence there he meets only with men eager for distinction in the same field. He hears only that arms is the noblest of professions, that knightly courtesy and chivalry bloom in no other soil; he reads only of glory and renown that historians have bestowed upon military achievements. He acquires that profound consciousness of the nobility of his calling that makes him a valiant soldier and an honorable man and that wins for his vocation universal respect in spite of the abhorrent nature of war.. To make any body of men fully satisfied with the importance of their work we need only separate them from the world and place them where each may fan the flame of another's ardor. We see it in the learned professions today in a feeling that dates its power from the law school, the medical college, and the theological seminary. It was the secret of the power of monasticism in weaning men away from their worldly affections. It will give to teachers that sense of responsibility and dignity that will gain the respect of the world because they value and respect their own work.

In confirmation of these statements it should be noted that the growing recognition of the teacher's work in the United States is precisely parallel with the development of our Normal School system, and that in those countries where normal training is required of all teachers—Germany, France and Ontario—teachers rank highest in ability and influence.

Respectfully submitted,

DAVID FELMLRY,

President.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

CARBONDALE, ILLINOIS.

Hon. Alfred Bayliss. Superintendent of Public Instruction.

DEAR SIB:—In conformity with the usages of the past and in compliance with your reminder of a few weeks since, I herewith submit a report of the Southern Illinois Normal University covering the past two years, extending to June 30, 1900.

Not only are such data included in the report that refer to the facts in the case, but some recommendations are suggested for your consideration as the head of the educational interests of our commonwealth.

While this report is made to you, it is also made through you to the people of our State that they, too, may be familiar with the facts and policies pertaining to the institution which was created and has been maintained by them through their representatives in the General Assembly.

HISTORY.

The Southern Illinois Normal University came into existence as a State institution by an act of the General Assembly, approved April 20, 1869. The corner stone was laid on May 17, 1870. The completed building was dedicated July 1, 1874.

The building was destroyed by fire November 26, 1883. By an act of the General Assembly approved June 27, 1885, an appropriation was made for rebuilding. The new structure was erected on the foundation of the former and dedicated February 24, 1887.

The demands for additional facilities resulted in an act of the General Assembly approved June 7, 1895, providing for a science building, which was dedicated December 21, 1896.

THE FUNCTION OF THE NORMAL SCHOOL.

It should not be necessary, and perhaps it is unwise to call attention to the fact that there are still some people in Illinois of greater or less intelligence who are opposed to the normal school idea. In these last years of the nineteenth century, it seems wholly unnecessary to advocate a special training on the part of those who are to conduct and direct the most important and delicate activities of the school-room. Since the public schools are, for a most wise considera-

tion, under the direct supervision of the State, at an annual expense of about \$17,000,000, it is but good business sense that this service should be made the most skillful possible; and the State can well afford to add a few thousand dollars to this vast sum that those who desire, may secure this specific training. It would be well for the cause of education for the State to insist on more or less of professional training, especially when the facilities for so doing are almost gratuitously offered. It is here, perhaps, that the public school system in Illinois is lacking in its completeness.

CONDITIONS OF ADMISSION.

These remain practically the same as those published in the last report. From your large acquaintance with the entire State it is unnecessary to call your attention to the fact that the educational conditions of the southern portion differ somewhat from those of the central and northern sections.

It has been the policy of the management of the school from the first to endeavor to adjust the work of the institution to the needs of the region in which it is located. While there are some excellent high schools in the southern end of Illinois, they are very few when compared with those of other portions of the State. On account of the less number of these schools in this region, there is still need of the only State educational institution within its borders to offer more or less academic instruction. We prefer the consciousness of the fact that the school is serving the people within the range of its influence to the best possible advantage, than the knowledge that we have an ideal school but wholly unadapted to the conditions of the region where its benefits are to be bestowed.

To those who are studying the character of the schools of Southern Illinois, there is a very gratifying progress everywhere to be found. The county superintendents, superintendents of the city schools, principals of high schools, and the teaching force generally are earnestly pushing every line of effort that promises educational advancement. The labors of Father B. G. Roots, Dr. Robert Allyn and other pedagogical pioneers in Southern Illinois were indeed not in vain.

Students are admitted into the Normal department who hold:

- I. County superintendent's certificates, or are certified by county superintendents as qualified to do the work of the normal department
- II. Diplomas from accredited high schools are allowed at least one year's credit; in some cases, more, depending upon the strength of the student in the particular branch or branches.
 - III. Those who pass a satisfactory examination.
- IV. Those who pass regularly into the normal work from the preparatory department.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

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 - III. Those who pass a satisfactory examination.
- IV. Those who pass regularly into the normal work from the preparatory department.

Students are placed in the preparatory department on the following basis:

- I. Those who are not prepared for the normal work and are too advanced for the ninth grade, a part of the practice school.
- II. Those who come with a certificate from a county superintendent showing they have passed the "final examination."
- III. Those who have passed from the ninth grade of the practice school.

COURSES OF STUDY.

The institution enters upon its twenty-seventh year with a more radical change in courses of study than it has ever undertaken before. The most important are:

- I. The English course is made of equal length with the four years' Latin course.
- II. A system of electives is offered in each course after the second year, one each term. The electives are arranged in three groups each running through the third and fourth years. They are: 1. A science series. 2. A mathematical series. 3. A history and literature series.
- III. A provision by which students who have completed the work of the first two years in either course may receive a certificate which states that the holder has taken a thorough course in the common branches, the elements of science, the method work in the common branches, and a portion of the pedagogy and practice work. is contemplated that students who hold these certificates shall possess a scholarship and special training qualifying them to render excellent service in the grades in the public schools and as teachers in the ungraded schools. It is hoped that the conferring of this certificate will serve as an incentive to students to push forward with a determination to complete the entire course; serving as a milestone to measure off what would otherwise seem a long and tedious journey. It may be stated in this connection that the lengthening of the English course has lessened the number in the present senior class; for, those who, by the former three years' course, would complete their work this year, are compelled to remain an additional year before graduation.

STATE RECOGNITION.

Not expecting that any immediate benefit may accrue to the normal schools of the State by referring again to the matter of a better recognition of the special training received by those who complete a course in one of the State normal schools, I am constrained to repeat an earnest plea for its consideration. You are doubtless aware of the fact that there are a number of states that grant a state certificate to applicants who hold a diploma from one of our State normal schools. We should be as liberal with the product of our own State normal schools as are these neighboring states. The objectionable features which have been emphasized and caused the

repeal of the act granting state recognition should be eliminated as far as possible, and the State adopt a policy as liberal as some of those states whose educational ideas and standards are quite as high as are those of our own.

No plan is herewith submitted, but simply a recommendation that some provision be made for a clearer insight into this matter. In my judgment the opposition comes largely from a few denominational institutions that are within the borders of Southern Illinois. Some claim that the state normal school idea is un-American. In my judgment the time is past for it to be necessary to make a plea in defense of state normal schools.

TRUSTEES.—June 30, 1900.

Hon. S. P. Wheeler, President, Springfield.

E. J. Ingersoll, Secretary, Carbondale.

A. C. Brookings, DuQuoin.

D. W. Helm, Metropolis.

F. C. Vandervort, M. D., Bloomington.

Hon. Alfred Bayliss, Ex-Officio, Springfield.

Treasurer—E. K. Porter, Carbondale, succeeded May 3, 1900, by H. R. Searing, Carbondale.

FACULTY.—June 30, 1900.

Daniel Baldwin Parkinson, M. A., Ph. D., President, Psychology.

Martha Buck, English Grammar.

George Hazen French, M. A., Curator of Museum, Physiology and Natural History.

Matilda Finley Salter, Drawing.

George Washington Smith, M. A., Secretary of Faculty, Civics, Geography and History.

Samuel Ernest Harwood, M. A., Methods in Arithmetic and Higher Mathematics.

Calos Eben Allen, B. A., Latin, Greek and German.

Henry William Shryock, Ph. B., Vice-President and Registrar, Reading, Elocution, Rhetoric and English Literature.

James Kirk, M. A., Superintendent Training Department, Pedagogy and School Law.

Adda Patterson Wertz, Critic Teacher, Intermediate Department.

†Elizabeth Parks, Critic Teacher, Primary Department.

Washington Beaty Davis, M. A., Physical Sciences.

Frank Hall Colyer, B. A., Instructor in History, Geography and Spelling. Mary Minnie McNeill, Vocal and Instrumental Music.

*Jacob T. Ellis, Critic Teacher, Grammar Department.

Minnie Jane Fryar, Instructor in Reading, Literature and Writing.

Joel Morgan Bowlby, Instructor in Arithmetic, Bookkeeping.

Mabel Katherine Peters, Instructor in Ninth Grade.

John Martin Pierce, M. A., Director of Physical Training, German.

Bessie Milner Thompson, Librarian.

Augusta McKinney, Stenographer and Clerical Assistant.

[†]Resigned—Resignation to take place December 20.

^{*}Elected in July following.

Courses of Study-1900-1901.

PREPARATORY COURSE.

Fall Term.	Winter Term.	Spring Term.
2 D Grammar. 8 D History.	2 C Grammar. 3 C History.	2 C Geography. 3 D Drawing.
4 C Physics.	4 C Zoôlogy.	4 C Botany.
5 D Arithmetic.	5 C Arithmetic.	5 C Reading.
6 Physical Training. 7 Spelling 12.	6 Writing. 7 Spelling 12.	6 Physical Training. 7 Spelling 12.
opening 2.	· Sponing 2.	· Spening 2.
77.11.6	PROFESSIONAL COURSE.	a , m
Fall 1erm.	Winter Ierm.	Spring Term.
1 Practice.	1 A History.	2 Practice.
4 { A Grammar. A Drawing.	1 A Arithmetic. 3 Practice.	4 A Reading. 4 A Psychology.
- (Eng. Analysis.	4 B Psychology.	6 A Pedagogy.
5 { Eng. Analysis. School Law.	6 B Pedagogy.	7 A Geography.
	ENGLISH COURSE.	
	FIRST YEAR,	
Fall 1erm.	Winter Ierm.	Spring Term.
1 B Arithmetic.	1 A Arithmetic.	1 C Drawing.
2 Physiology.	4 B Geography.	4 A Reading.
3 B Grammar.	5 D Pedagogy. 6 B Reading.	5 C Pedagogy. 6 B History.
6 E Pedagogy. 7 Phys'l Training.	7 Physical Training.	7 Physical Training.
1 Wash Maria	SECOND YEAR.	1 D D.4
1 Vocal Music. 2 Practice.	1 A History. 3 Practice.	1 B Botany. 3 School Law.
	4 A Grammar.	4 Civics.
6 Zoology.	6 B Physics.	6 D Algebra.
7 English Authors.	7 Vocal Music.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	4 B Psychology.	3 B Literature.
6 General History.	6 General History.	6 A Drawing.
	ELECTIVES.	
A Physiology. Practice.	Astronomy.	Geology.
	History of Art.	English History.
Book-keeping.	Elocution.	A Algebra.
•	FOURTH YEAR.	
3 C Geometry.	3 B Geometry.	2 English Analysis.
4 Physical Geography.	4 A Literature.	4 A Psychology.
6 Chemistry.	6 B Pedagogy.	6 A Pedagogy.
	ELECTIVES.	
A Zoology.	A Chem. and Mineralogy.	
Ref'n and Revol'n. Trig. and Surveying.	Sociology. Anal. Geometry.	Adv. Literature. A Geometry.
21.9. unu Dui Veyituj.	And. Geometry.	A Latin (for Latin Cours

A Geometry.
A Latin (for Latin Course)

LATIN OR GERMAN COURSE.

FIRST YEAR.

Fall 1erm.	Winter Ierm.	Spring Term.
 1 B Arithmetic. 2 Physiology. 4 L Latin or I. Ger. 6 E Pedagogy. 7 Phys'l Training & Eng. Comp. 	 A Arithmetic. C Drawing. K Latin or H. Ger. Pedagogy. Phys'l Training & Eng. Comp. 	3 B Grammar. 4 J Latin or G. Ger. 5 B Drawing. 6 B History. 7 Phys'l Training & Eng. Comp.
	SECOND YEAR.	·
1 Vocal Music. 3 I Latin or F Ger.	1 A History.3 H Latin or E Ger.	1 B Botany.3 G Latin or D Ger.
A Grammar. A Drawing. Zoology. Eng. Authors.	4 B Geography. 6 B Physics. 7 Vocal Music.	4 A Reading. 6 D Algebra. 7 A Geography.
	THIRD YEAR.	
2 C Algebra.3 Rhetoric.6 F Latin or C Ger.	2 B Algebra.4 Practice.6 E Latin or B Ger.	9 Practice.5 C Pedagogy.6 D Latin or A Ger.
	FOURTH YEAR.	
2 C Latin. 3 C Geometry. (Eng. April	2 B Latin. 3 B Geometry.	1 Practice.3 A Literature.
5 {Eng. Anal. School Law.	6 B Pedagogy.	6 A Psychology.

N. B.—The hours for recitation in German are not as above indicated but are shown in program of exercises immediately following.

The electives in this course, six of which must be taken, are as follows:

- 1. All electives offered in the English Course.
- 2. Those subjects required in the English Course but not required in the Latin or German Course.
 - 3. A Latin.

EXPENSES—TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 per term of fifteen weeks, and \$2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall	Winter	Spring
	Term.	Term.	Term.
Normal courses. Preparatory course. Model school	\$9 00 6 00 4 00	4 00	4 00

The first three grades, no fee.

STATISTICS OF ATTENDANCE.

	1898-99	1899-00
Whole number of students	722	72
Attendance by terms:— Fall term	398 436 530	40 43 50
Attendance by departments:— Normal. Preparatory Practice school Practice teachers. Graduates. Special students and post graduates Summer session	390 167 133 80 23 9	37 14 17 7 1 1

COUNTIES REPRESENTED.

Alexander.	Franklin,	Marion.	Sangamon,
Bond.	Fulton,	Massac.	Shelby.
Clay.	Gallatin.	Monroe,	St. Clair.
Clinton.	Hamiiton.	Perry,	Union,
Coles.	Jackson,	Pope.	Wabash.
Cook,	Jefferson,	Pulaski,	Washington.
Douglas.	Johnson,	Randolph,	Wayne.
Edgar.	Lawrence,	Richland,	White.
Edwards,	Macoupin,	Saline,	Williamson.
Effingham.	Madison.		1, 1425

STATES REPRESENTED.

Illinois.	Missouri,	New York.	Texas,
Indiana.	Nebraska,	Tennessee,	West Virginia,

FINANCIAL STATEMENT.

1898-1899.

Receipts.

Balance July 1, 1898	\$6,968 31 28,610 00 3,352 95
Total Disbursements	\$38,921 26 34,687 53
Balance June 30, 1899	84, 233 78

1899-1900.

Receipts.

Balance July 1, 1899. Annual appropriation. Tuition and incidental fees. Special appropriation.	83, 216 76 8, 491 15 5, 375 00
Total Disbursements	\$46,316 64 \$9,661 20
Balance June 30, 1900	\$6,655 44

GRADUATES AND UNDERGRADUATES.

During the past few years the purpose has been, on the part of the management, to demand even better preparation for teaching than was thought best to insist upon in the earlier years of the school. In consequence of this, we flatter ourselves that the work is more efficient and helpful to the communities in which our teachers may labor.

Not only have we reason to know that our graduates are sought after, but our undergraduates are in demand, and their services are pronounced superior to those of equal attainments, but who have not had special preparation for their work.

The state is receiving very satisfactory return for the means used upon those who have not yet graduated.

SUMMER SESSION.

The summer session has come to stay in the larger institutions of learning. This provision, however, is not a new departure in the Southern Illinois Normal University. Its first work in July of '74 was a summer session just preceding the opening of the first term in the following September. In the course of twenty-six years of the life of the school, thirteen summer sessions have been held, averaging one every two years. In all these years there has been a lack of a settled plan. At first there was not the demand for such privileges as at the present time. And while there are strong arguments in favor of this extra term, the proposition is not without some objectionable features, viz.: climatic conditions of southern Illinois differ from those of northern latitudes. It is the conviction of many that there should be opportunity for a temporary annual sojourn in a more northern climate to eliminate any malarial tendencies that may prevail. The heat of southern Illinois is more intense and prolonged than farther north, making school work more irksome than it other-Wise would. As far as I have been able to learn, our institution is the most southerly one that has offered summer work.

Notwithstanding the above disadvantages, the demands are such that I recommend a permanent establishment of the summer session as a regular part of the school.

After a long and careful study of the matter I have concluded that would be better to continue the three regular terms as now arranged, except a shortening of the fall term to thirteen weeks, and have the summer session to hold but six weeks. The work to receive credit when the equivalent amount of it is done. Diplomas to granted when the required credits are made. We must provide the young people and the teachers of Illinois an opportunity to a sil themselves of the rare equipment of the institution during the mmer months. After a full trial we are of the belief that this session should follow close upon the annual commencement. This will able us to get in six weeks before the close of July.

As to the method of compensating the faculty I am not so clear. here is no just reason why those who labor through the regular rms of the year should render this additional service gratuitously.

I recommend that the teaching be done largely by the heads of the departments, and their salaries be fixed with reference to this extratime. I further recommend that a teacher who labors in the summer session for two consecutive years be excused from such service the third year.

SCIENCE WORK.

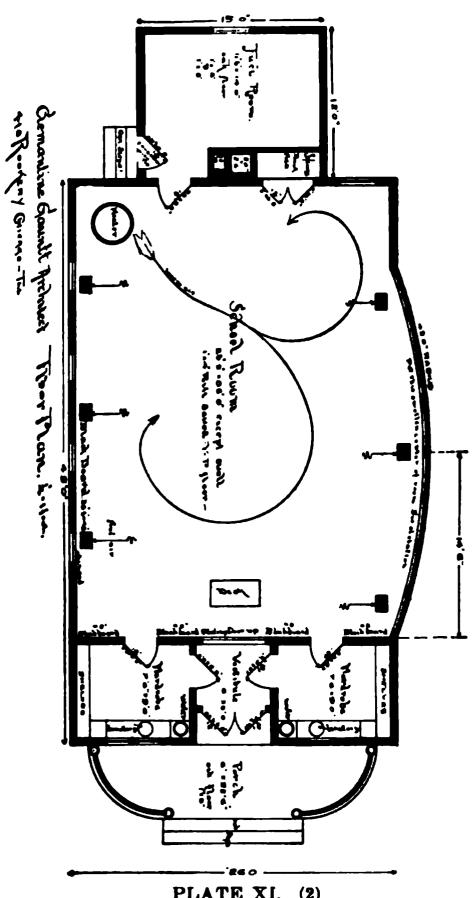
Since the introduction of better facilities for laboratory work in biology and chemistry, the phase of agricultural science has received more emphasis. Prof. French has attended many "Farmers' Institutes' and delivered helpful lectures bearing upon agricultural interests. In addition to these he has been of great service to the medical profession in making advanced microscopic research in their field of study; more especially in connection with some investigations leading to the cause of epilepsy. His article on this subject in a recent magazine has attracted wide attention.

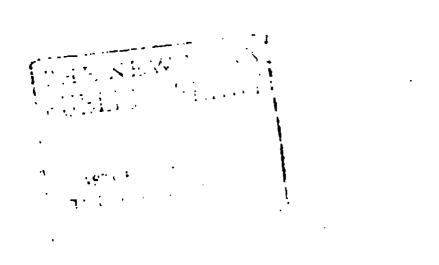
The institution is in hearty sympathy with the effort to bring before the pupils of the public schools the multitude of interesting subjects associated with rural life as outlined in the revised state course of study, the design being to make the institution as helpful to the people of the State as is possible.

ORGANIZATION OF PRACTICE SCHOOL.

Within the last two years the Practice School has been re-organized. It is now arranged in three departments; the primary, the intermediate, and the grammar; each containing three grades and each under the care of a critic teacher. The number of pupils in each grade ranges from ten to twenty, usually larger in the higher grades. The entire practice school is under the supervision of Superintendent James Kirk, an educator of large experience and recognized ability. Pupils pass from the ninth grade into the preparatory department of the normal proper.

The normal students are required to teach three terms in the practice school before graduation; and at such time as the superintendent may deem best, usually after the student has had some pedagogy and method work in the common branches, a reasonable credit being allowed for continued and successful experience in the public schools. This department of the school has been one of the distinctive and valuable features of the institution for many years and is more completely organized than ever before. In due time a separate building should be erected with all modern conveniences for this department of the institution. It is too valuable a department to the school than to have anything less than the best equipment. Not only should the organization and instruction be indeed a model for our young teachers, but the building and physical environment should be as near perfect as possible. Hence I urge the erection of a separate and a model building in the near future.





COUNTY AND STATE TEACHERS' MEETINGS.

The different members of the faculty have made themselves helpful to the various county teachers' organization throughout Southern Illinois by attending their monthly and mid-winter meetings. They have also responded to numerous calls to deliver addresses in connection with the graduating exercises of the common and high schools.

Prof. Shryock especially has rendered valuable aid to a large number of points. In fact his engagements have frequently called him to other portions of the State.

It is due the faculty to state that the several members are regular in their attendance upon the meetings of the Southern Illinois Teachers' Association and upon the State Teachers' Association. Not only do they attend almost without exception, but they have received honorable recognition in the arrangement of the programs.

I make mention of this fact to show that the members of the faculty are progressive, active workers in the pedagogical fields of the present day, and are looked upon as leaders educationally. Their influence is not confined to the limits of their class-rooms, but extends throughout not only Southern Illinois but the entire State.

FACULTY PUBLICATIONS.

With the facilities at command, it is but reasonable to expect that the heads of departments in this institution would feel disposed to do some original work in their special lines and give the public the benefit of their labors. A few years since, Professor French published a helpful volume entitled "Butterflies of the Northwest" A year or more later he gave the students of science the benefits of his observation and experience by the publication of "Laboratory Manual" in Biology, which has received many compliments.

But a short time since, Miss Buck placed in the hands of the printer her text on Grammar, "English Grammar and Analysis," and on language, entitled, "Elements of English Grammar," used largely in Southern Illinois, especially by her former students now serving as teachers.

Professor Harwood has issued a neat volume entitled, "Notes on Method in Arithmetic."

Professor Smith was for many months a regular contributor for the colums of the "School News" in the line of his specialty. History. These have been given to meet the requirements of the State Course of Study, hence largely used by the teachers of Illinois and of many other states. Within the last year the publisher has compiled these articles into a neat volume entitled, "Notes on United States History to Accompany the Illinois State Course of Study."

CONFERENCES OF NORMAL PRESIDENTS.

During the fall term of last year, at the suggestion of President Cook, it was agreed among the presidents of the State Normal

schools that a conference of the heads of these institutions would result in good; consequently one was placed at Springfield to be held at the Leland on December 27. This meeting was given largely to the discussion of the prospective course of study in the process of evolution under the direction of President Tompkins and his excellent faculty at Normal. This meeting proved to be valuable and interesting.

The next conference was held at Normal on February 5; the next and last for the year at Carbondale on May 4. At the latter two conferences President Draper was present and rendered valuable service. At the last place, Carbondale, the conference was followed immediately by the spring session of the "School Council." The State Superintendent was likewise here. The presence and assistance of so many educational leaders added very materially to the value of the meeting of the council. Never before in the history of the school were so many distinguished educators present on the same occasion, and never before was such service more highly appreciated.

NORMAL LECTURE COURSE.

In the fall term of '98 the faculty, with the sanction of the board of trustees, began a series of university lectures consisting of nine numbers, three each term. One of the three in each term was given by a member of the faculty. The plan met with such success that it was continued through last year with equal success. These were furnished with scarcely any expense to the institution, usually by paying the traveling expenses only. During the first year our visiting speakers were presidents of colleges and normal schools. Last year they were superintendents of city schools or school officers. The results of these courses have led to the conviction that they are indeed very valuable and the board of trustees has authorized their continuance, at least for another year.

It is a source of much pleasure to witness the influence of the Southern Illinois Normal University upon the region in which it has shed its light for more than a quarter of a century. Not only is this noticeable in the educational field, but it may be recognized in ethical and æsthetical lines as well. In short, the State has received a very gratifying return from its appropriations from time to time.

In closing this report allow me to express my hearty appreciation of your cordial support in the management of the school and your excellent counsel in directing the affairs of the institution.

Yours very obediently,

D. B. PARKINSON,

President.

THE NORTHERN ILLINOIS STATE NORMAL SCHOOL.

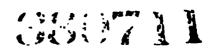
(De Kalb, Illinois.)

Hon. Alfred Bayliss, Superintendent Public Instruction, Spring-field, Illinois.

DEAR SIE:—On the third day of July, 1839, in the historic town of Lexington, in the "Old Bay State," Rev. Cyrus Peirce and a student body of three opened the first American normal school. A new revolution began within sight of the "green" where the minute men of '75 uttered their effective protest against the divine right of kings. On the fifth day of October, 1857, a little more than eighteen years later, in the city of Bloomington, Charles E. Hovey and Ira Moore, with twenty-nine pupils, started the Illinois State Normal University upon its noble career. The history of the movement that culminated in the establishment of that beneficent institution has been told in an incomparable way by Mr. W. L. Pillsbury, now registrar of the University of Illinois.

Twelve years later, the General Assembly passed the bill establishing the Southern Illinois State Normal University, at Carbondale. Its honorable record filled a large chapter in the educational history of our noble commonwealth. Twere long to tell the story of the struggle of these twin institutions before they won substantial recognition from the school people of the State. It is the old story of the battle of the reformers against the conservatism and active opposition of those who lazily and perhaps honestly believe that if the existing order is disturbed the country's done for.

Meanwhile a score and more of years passed away. In the late eighties a heroic soul here and there was heard to declare that the time had come for a normal school revival in Illinois. Massachusetts, New York and Pennsylvania had steadily pushed forward until they were fairly well equipped with schools for the professional education of teachers. The new and sturdy communities of the upper northwest, like Wisconsin and Minnesota, were rapidly moving toward the head of the procession. But Illinois was distressingly indifferent. The strenuous notes of the enthusiasts were but voices crying in the wilderness. In the early nineties the movement seemed to gain some headway but the most hopeful were not prepared for the sudden accession which came to their ranks from an unexpected quarter. In 1895, bills were introduced into the General Assembly



for the establishment of two new normal schools, and before the sense of surprise had died away they were enacted into laws and the institutions were located.

This sudden vigorous and effective movement had its origin in what is geographically designated as Northern Illinois. Any attempt to describe it is attended, necessarily, with many difficulties. It is far from easy to trace the evolution of institutions. Many contribute to such an enterprise who escape proper recognition although their services may have been indispensable. It is probable that full justice will not be done them, for the ordinary reporter's knowledge is a far cry from omniscience. It is quite clear, however, that the idea came to its birth in the little city of De Kalb, a manufacturing town fifty-eight miles west of Chicago, on the Omaha line of the Chicago and Northwestern Railway.

About the time the Osage orange hedge had suggested that the addition of a barb to the wire fence would solve a very important problem in prairie countries, an inventive genius by the name of Joseph F. Glidden began to experiment upon practicable methods of making the combination. He succeeded and made the subsequent prosperity of De Kalb possible. This was somewhere about 1870. When the idea was worked out and the factories were going in a small way and the future seemed big with promise, Mr. Clinton Rosette, the principal of a prosperous private school, began to agitate the idea of making DeKalb an educational as well as an industrial community. Having given up his school and entered the printing business he was thrown into close touch with the manufacturers. He lost no opportunity, however, to agitate his favorite scheme. In 1893, Governor Altgeld appointed him a member of the Board of Education of the State of Illinois. This is the corporation that controls the Illinois State Normal University, at Normal. It did not take Mr. Rosettee long to catch the idea. "The thing we want is a normal school," he said to his rich and influential friends. They agreed with him, and so it was that the schoolmasters who had been talking more normal schools for a half score of years got their great re-enforcements.

And thus the matter was settled. Mr. I. L Ellwood, the head of the great wire mills, and one of those irresistible personalities, threw himself into the movement with all of the tremendous enthusiasm Mr. Jacob Haish, another manuthat had won his business success. facturer, who had also been phenomenally prosperous, stood ready to back the scheme in a liberal way. Hon. D. D. Hunt, representing the district in the upper house of the General Assembly, had always been a warm friend of the normal school idea and was, moreover, a resident of DeKalb. Mr. Rosette lived in Springfield during twothirds of the session. Hon. James Brennan, the minority representative from the district, resided over at Sycamore, only six miles away. He was an especially effective fighter. "And there were others." The prominence of the leading advocates brought aid from all over the State, and from quarters where the schoolmaster could do nothing. The writer well remembers the anxious day when the house committee was to utter its momentous decision. The managers had

called in the schoolmasters and they were out in force. And all went merry as a marriage bell. The opposing forces withdrew their hostility. The committee made it practically unanimous.

Little has been said of the work of those who were more especially interested in the Eastern school. They were equally active. It is probable that one school would not have won the fight. It is much easier to secure two. The bills were neck and neck from their introduction to their passage. They were approved by Governor Altgeld on the same day—May 22, 1895. In adding his name to the bills and converting them into laws he not only discharged a public function but manifested anew the warm interest that he had taken in the movement from its inception.

The first board of trustees consisted of Hon. Adams A. Goodrich, president, I. L. Ellwood. Charles E. Deere, Hon. Thomas Sparks, W. C. Garrard, and Hon. S. M. Inglis, Superintendent of Public Instruction, an ex officio member.

And now came the question of location. The act provided that the board of trustees should select a location from competing places. Rockford, Oregon, Polo and DeKalb were the chief bidders. The data are not at hand respecting the several offers. DeKalb seems to have been far in the advance through the generosity of three men. Mr. Elwood drew his check for thirty thousand dollars, Mr. Haish guaranteed ten thousand dollars for a library, and Mr. Joseph F. Glidden offered his beautiful farm of sixty-four acres, lying just adjacent to the town, for a site. And so the die was cast. Mr. Rosette's plans seemed to be working themselves out in fine shape.

The act establishing the school carried with it an appropriation of fifty thousand dollars. With this as a beginning the board determined to make a start. Architects were henceforward very much in evidence until Mr. Charles E. Brush, of Chicago, carried off the prize. And now with plans decided upon, October 1st, 1895, was selected as the day for the laying of the corner stone.

It was a great day for DeKalb. Thirty thousand people were expected and they came. Civic and military organizations paraded the unpaved streets. The people gave themselves up to noisy manifestations of joy. The day was perfect, the arrangements were worked out in all of their infinite details, and nothing occurred to mar the success of the demonstration. From the official program before me I copy the names of the Executive Committee. Officers:—Clinton Rosette, President; A. W. Fisk, Secretary; C. H. Salisbury, Treasurer; I. L. Ellwood, M. D. Shipman, C. H. Salisbury, A. W. Fisk, C. E. Bradt, Clinton Rosette, M. J. Henaughan.

Every township in the county had a committee of its own. Apparently nothing was left undone to make the affair a success. Music was furnished by the famous Pullman Military Band, the Schumann Lady Quartette, The Chicago Imperial Quartette, and the DeKalb Choral Society. The chief address of the day was delivered by Governor John P. Altgeld. The other speakers were Rev. Frank W. Gunsaulus, LL. D., D. J. Carnes, Esq., Hon. A. A. Goodrich, President, John W. Cook, Hon. David T. Littler, and Mr. Isaac L. Ell-

wood, the chairman of the day. There was a brave parade, headed by Mr. E. C. Lott, as Grand Marshal. The Grand Lodge of the order of Free and Accepted Masons which was in session in Chicago adjourned and came cut by special train to lay the corner stone, Grand Master Cregier performing that office with all of the formality usually attending such a function. When the day closed there was at least a corner stone toward a normal school in northern Illinois.

W. J. MacAlpine of Dixon, secured the contract for enclosing the building for the money in sight. In 1897, the General Assembly made an additional appropriation of \$75,000. This was further supplemented in 1899, by a third appropriation of about \$95,000.

In the spring of '99, it became evident that the building would be ready for occupancy early in the succeeding September, hence the board proceeded to the employment of a faculty by selecting John W. Cook, President of the Illinois State Normal University, as the head of the institution. The faculty as finally organized consisted of the following persons:

John Williston Cook, A. M., LL. D., President and Professor of Psychology.

Charles Alexander McMurry, Ph. D., Director of Practice Department.

Edward Carlton Page, A. B., Professor of History and Geography.

John Alexander Hull Keith, A. M., Professor of Pedagogy and assistant in Psychology.

Fred Lemar Charles, M. S., Professor of Biology.

John Albert Switzer, E. E., Professor of Physics and Chemistry.

Swen Franklin Parson, Professor of Mathematics.

Newell Darrow Gilbert, A. M., Lecturer in School Economics.

Mary Ross Potter, A. M., Professor of Ancient and Modern Languages.

Sue Dorothy Hoaglin, Professor of Reading and Elocution.

Emma Florence Stratford, Teacher of Drawing.

Alice Cary Patten, Assistant in Ancient and Modern Languages.

Katharine P. Williamson, Assistant in Geography and History.

Anna Parmelee, Assistant in Mathematics.

Elma Warwick, Librarian.

Grace Elizabeth Babbitt, Assistant Librarian.

On September 12th., at 8 o'clock in the morning, one hundred and thirty-nine pupils and the faculty assembled in the beautiful study hall. We sang "America," repeated the twenty-third psalm and the Lord's prayer, listened to a short talk from the president, the classification was effected, the lessons for the next day were assigned, and the Northern Illinois State Normal School was started upon its career. Classes recited regularly the second day and the institution soon bore all of the marks of an old school.

But the building was by no means completed. The mosaic floors were not down and much of the carpenter and stone work was unfinished. For two months the sounds of the hammer and the saw and the tireless scrape of the Italian workmen on the paving of the corridors mingled with the voices of pupil and teacher in the adjoin-

ing recitation rooms. We shut ourselves up in a few rooms and patiently waited for deliverance. By the middle of November the workmen were gone and we had the house to ourselves.

An incident occurred the first day which is perhaps worthy of preservation. The mosaic workers, with their long hoe-like scrapers, were so strikingly suggestive of "The Man with the Hoe," that the similarity was mentioned in the president's talk. It fell upon the ear of one of the students, who busied herself a little later in writing the following poem, which is undoubtedly the first literary production emanating from the institution:

MOSAICS.

[Written in Room 18, Sept. 12, 1899, in the N.I.S.N.S., while waiting assignment to classes.]

As lowly as the man who held the hoe,
All day they bend,—the hardy men of toil;
For them no more the Tiber waters flow,
For them no marbles lie on Roman soil,
But grinding hour by hour the pebble pave
They bring the somber hues from pristine grave.

Here lie chalcedonies of changing tone, And spar and quartz in varied sheen of light; Here lies the flint, the Indian's fireside stone, That gave the light of day to wigwam night; Here lie the golds of sunset prisoned long In sylvan brook beneath the water's song.

These lone, Etruscan workmen labor on; They spend the body for the wage it wins. The schools and teachers o'er the lessons con, The shrine of thought its potent life begins, One hears the fall of wave by Florence's feet, One hears the future statehood's onward beat.

By grove of oak, on fairest prairie sod
The Normal bides in Northern Illinois,
A benediction from our fathers' God
To crown the tress of girl and brow of boy,
In this cathedral of the human mind
What horns of cheer we from the ramparts wind.
—MINNIE A. HAUSEN.

It is the traditional thing to dedicate an institution. In this particular case it was found expedient to defer the dedication until two weeks after the beginning of school. The people of DeKalb determined to celebrate the event by a general jubilee which should extend over three days, the second to be given up to the formal inauguration of the Normal school. Preparations were made for holding the exercises in the beautiful grove on the south side of the campus. The program included a grand parade in which delegations of school children from various parts of the county were to be a leading feature. The children and the notables came and the parade formed according to the directions of the grand marshal. Before it had finished its march an unheralded rain storm appeared upon the scene and brought the out-of-door exercises to an abrupt termination for the day.

The specific dedicatory exercises were held in the afternoon in the gymnasium, a very commodious room. There an immense audience assembled and patiently stood through the exercises, which lasted for about two hours. Judge Goodrich, president of the board of trustees, presided. Col. I. L. Ellwood made the address of welcome. Governor Tanner delivered a vigorous address, accepting the school in behalf of the State of Illinois and taking the highest possible grounds in respect to an efficient system of public school education. Senator Shelby M. Cullom, Congressman A. J. Hopkins, Senator D. D. Hunt, Senator O. F. Berry and Judge C. A. Bishop represented the general interests of the public and expressed with marked unanimity the satisfaction which intelligent people in general must feel at the equipment of an institution which deals with such fundamental interests as does the Normal School. Superintendent E. Benjamin Andrews, of Chicago, President Andrew Sloan Draper of the University of Illinois, and Superintendent O. T. Bright of Cook county, spoke especially for the educational forces of the State. These addresses were admirable and the audience manifested its approval by exhibitions of the warmest interest. Judge Goodrich, in behalf of the board of trustees, formally accepted the building from the contractor.

The exercises were interpersed with music and were in every way successful in spite of the unfortunate condition of the weather. A pleasing incident was the presentation by Mr. Jacob Haish, to the members of the board of trustees, to the president of the Normal School, and to Mr. James Brennan of Sycamore, of canes skillfully fashioned by an expert workman from woods brought from the new dominions of the United States. The only native wood employed was the Osage Orange, which had suggested by its thorns the barb on the wire to which DeKalb owed its great prosperity. In behalf of Mr. Haish the presentation was made by President Cook.

It is a matter of regret that the proceedings could not have been reported verbatim, as the enthusiasm of all who took part in the public exercises spoke volumes for that better public sentiment which means so much for the advancement of educational interests. Hon. Alfred Bayliss, superintendent of public instruction, several members of the General Assembly and other prominent people from various parts of the State were present. The educational folks turned out in large numbers not only from Northern Illinois, but from far down in the State. The venerable Dr. Edwards, the second president of the Illinois State Normal University, President Tompkins of the same institution, George P. Brown, editor of the widely known Public School Journal, county superintendents, city superintendents, and representatives of all the grades of the public school were present and contributed to the general success of the day. In the evening a most brilliant assembly gathered in the auditorium, where Mrs. Jessie Ellwood Ray, the queen of honor of the festival days, accompanied by her maids, gave an elaborate reception. Governor Tanner and other prominent men were present. The evening festivities closed the dedicatory exercises.

Some changes had taken place in the personnel of the board of trustees since the passage of the act. Hon. Thomas Sparks had been succeeded by Hon. R. S. Farrand, of Dixon. Hon. Alfred Bayliss had succeeded to the ex officio membership of the board. The remaining four members had served from the first and had the pleasure of seeing their labors crowned with success so far as the completion of the building was concerned.

And now that the building is finished and the faculty appointed, what shall be the admission qualifications of the students? Many find an open door at Normal and at Carbondale who have had no high school training. If too weak in scholarship they are assigned to a preparatory department for further elementary training. From this class comes some of the best material which those schools have had. Many of the graduates who have most highly honored their alma mater entered directly from the district school. Of course they were mature and had done no little work beyond the common branches.

But northern Illinois, which in a general way covers about twenty-six counties—those lying wholly or in greater part north of the forty-first parallel—is quite well supplied with high-schools. There are fully a hundred having four-year courses and half as many with briefer courses. The graduates of these schools constitute the larger part of the teaching force of this portion of the State. It is fair to assume that they will come to the Normal School in considerable numbers, for with the establishment of such an institution there comes the demand by the school authorities that young people who wish to teach shall use them.

A course was arranged with reference to this element, as had been done at Normal. It requires an attendance of about two years for its completion. It aims to take the pupils over the subjects of instruction in the common schools. The ordinary high-school graduate has completed the work of the grades at fourteen. He can have but slight conception of their organizing ideas: A re-examination becomes necessary and is carried on from the higher standpoint of the logical unfolding of those ideas. In technical phrase, an attempt is made to discover "the method of the subject."

This course aims also at making the pupil familiar with the mental movements through which the child passes in the knowledge process; hence it emphasizes psychology and pedagogy. As this movement begins with sense impressions subjects are especially accented that in their development proceed by the child's way. Nature study is made an especial feature and is continued through the course. Literature and history are studied with the same controlling motive.

Pupils that have done but three years of high-school work are expected to remain three years in the Normal School before receiving the diploma. A four-year course is also provided for those who wish to take a fuller course. College graduates can receive the diploma after a year's work.

Since teaching is an art it is important to give to the pupils of a Normal school an opportunity to acquire as much of the art as possible before graduation. A practice school thus becomes an indispensable feature of such an institution. For the protection of the children and in order that the best results may be secured to the Normal pupils, the practice work is deferred to the latter part of the course. Last year our practice school numbered about three hundred and twenty-five. It was a ward school having all the grades below the high school. A regular teacher was in charge of each room. About eighty pupils from the Normal department engaged in practice work in the course of the year. This consisted of one hour's instruction each day. The classes numbered from fifteen to twenty-five.

The entire enrollment for the year was two hundred eighteen. This counted only those who remained in the school four weeks or longer. Thirty-four counties were represented. It may be interesting to note the preparation of the pupils. One of them was a college graduate; two were Normal school graduates; eighty-nine had done four years of high-school work; thirty-eight had done three, and twentyone had done two. Thirty-seven came from the State Normal School at Normal, but thirteen are included in the previous enumeration. Thirteen were admitted because it was believed that they were able to undertake the work, although technically lacking in qualifications for admission. Twenty-three were appointed by county superintendents; two were admitted on first-grade certificates; one came from the Chicago Normal School and four were examined. per cent of the pupils had taught school. The average number of months of their teaching work was thirty-one and one-half. thus be seen that the pupils were quite mature.

Sixteen pupils completed our work and graduated at the end of the year. The phenomenon of a class at the end of the first year is explained by the fact that one was a college graduate, a second had nearly completed the course in the Chicago Normal school, a third was a graduate of one of the Pennsylvania Normal schools and in consequence was permitted to enter the one-year class, and the remaining thirteen had taken their earlier work at Normal. The graduation exercises were held on June twenty-first.

Recognizing the value of literary societies two were organized atthe beginning of the year. The names of the students were arranged in alphabetical order and alternately assigned to the different societies. These were named after Mr. I. L. Ellwood and Mr. J. F. Glidden. Later in the year a third society was organized whose membership was limited to the women of the school. Its work is done by committees and is a model of its kind. The idea was borrowed in large part from the admirable Sapphonian Society, of the Illinois State Normal University.

As early as the first of October arrangements were made for the publication of the school paper. It was christened "The Northern Illinois." It was generously patronized by the business men of the town from the first and has had thus far a very prosperous career.

The Young Men's Christian Association and the Young Woman's Christian Association were maintained last year; four musical organizations were maintained; the mandolin club, the brass band, the girls' glee club, and the boys' glee club. Out door athletics were represented by a foot ball team and a base ball team. Inside athletics flourished with equal vigor, as there were four basket ball teams.

For the benefit of the working men and women of the town a course of five lectures was given by members of the faculty. These covered industrial, economic, historic, and scientific subjects and were well attended. The school was favored by addresses from Dr. Allport, of Chicago, Mr John T. Ray of the same city, Mr. I. L. Phillips, of Bloomington, and President Lord of the Eastern Normal School.

Mention should be made of the services of Mr. Andrew H. Melville who came to us in October to take general charge of our boys and girls in the practic school. It was a cause of great regret to the management that he was obliged to resign after six weeks on account of ill health. Mr. Willard E. King, an upper class student, looked after the welfare and conduct of the children for the remainder of the year.

Any account of the work of the first year would be very imperfect if it omitted a description of our library. The rooms themselves will receive notice later. As has been stated in the first part of this article, Mr. Jacob Haish, of De Kalb, gave ten thousand dollars toward the founding of a library. When the question of equipment came up the board found itself somewhat limited financially. Nevertheless, the appropriation would have given us very good stacks and reading tables. When the beautiful equipment of the Art Metal Construction Company, however, was considered, Mr. Haish directed the board to purchase their stacks and tables, with the understanding that he would pay the difference between the amount appropriated and the amount necessary to purchase them. This difference was about fourteen hundred dollars.

The purchase of books began about October 1st. At the present writing eight thousand dollars have been expended in the purchase of about seven thousand books. The selections have been made with very great care and it is believed that we have no poor books in our library. In commemoration of the generosity of Mr. Haish the library was named after him, and his features, done in marble, were placed over the mantel in the reading room. It is not easy to express our appreciation of the beneficence of this gift. The library rooms are well filled almost every hour of the day.

Through the kindness of Senator Cullom the institution was also made a depository for congressional publications. About three thousand of these publications have been received and are put in a room by themselves.

We began the consideration of the advisability of holding a summer school as early as the first of January. So many of the educational people in northern Illinois expressed a desire for such a ses-

sion that it was deemed advisable to undertake it. Consequently a five weeks' term was arranged for, to begin June 25th. In order to give pupils an opportunity to make credits in the normal course it was necessary to arrange for two recitations each day in each of the elected subjects. This would give forty-eight recitation periods in the summer school, which is the number required for completing a subject in the ordinary term of twelve weeks. To accommodate others who did not care to receive credits in the normal course a series of lectures was provided which began July 10th and continued for two weeks. All of the members of the faculty excepting Dr. Mc-Murry, Miss Patten and Miss Williamson, remained for the summer school. The entire enrollment was one hundred fifty-six, twenty of whom took the course of lectures. To meet the expenses of the session a fee of six dollars for the entire term was charged. thus be seen that the services of the teachers was largely donated, since their compensation was very small. The attendance, however, indicated the advisability of the session and it will be continued with the expectation that the attendance will very largely increase.

On account of the introduction of a summer term a re-arrangement of the regular work of the year was found to be necessary. Instead of thirty-nine weeks as formerly, the year is now divided into four terms covering forty-two weeks. The first term, containing thirteen began September 24th. The second and third terms will contain twelve weeks each, and the summer term five weeks as before. The latter will begin on June 24th.

At the time of this writing the first month of the fall term is reached. The enrollment is now two hundred fifteen, an increase of about one-third over the corresponding period of last year. hundred thirty-two of these are new students. Twenty-nine counties and three other states are represented. About forty per cent of those who were here last year are continuing their course. As judged by my experience in the school at Normal this is a good showing. The entering class is composed as follows: One is a college graduate (Cornell University), two are normal school graduates, one hundred two are high school graduates or have done the equivalent of high school work, seventy-five of them having taken four year Two entered from the Illinois State Normal University, one of them having nearly completed her course there. Twelve have done two years of high school work, eleven one year, while three have never studied in any high school, but have fairly equipped themselves by advanced work in rural schools. It is thus seen that about eighty per cent of the new class is quite well prepared, nearly all of them indeed being excellently equipped for taking our course. The student body as it now stands contains one hundred sixty-two high school graduates, or those who have done the equivalent or more than the equivalent of such a course. It is thus seen that certainly seventy-five per cent of our students ought to be able to do our work with a reasonable degree of success. Of the remaining twenty-five per cent many are better qualified than some of these high school graduates. Indeed I think it fair to declare that not more than ten pre cent of our pupils have any serious difficulty in carrying on the course.

With the opening of the second year the faculty was strengthened by the addition of Mrs. Lida B. McMurry, who came to take the critic work in the first three grades. Mr. Luther A. Hatch, for several years a ward principal in Oak Park, succeeded to the principalship of the practice school. He also supervises the pupil teachers in the fourth, fifth and sixth grades. Miss Anastacia Donahue, who last year had charge of the seventh and eighth grades, was promoted to the position of critic teacher in the same grades. Miss Williamson having left us was succeeded by Miss Inez D. Rice, for three years teacher of geography in the New Mexico Normal school at Las Vegas.

When the location of the Normal school was pending the city of DeKalb offered as an additional inducement for the selection of its site the use of its schools as practice school. This placed a system of schools, containing more than a thousand children, substantially at the disposal of the management of the Normal school. In carrying out their pledge in good faith, they first of all secured the services of a highly competent superintendent. To do this they were obliged to advance the salary for that position over sixty per cent. beyond what they had ever paid. Having secured Mr. Newell D. Gilbert, for many years superintendent of the schools of Austin, they put the employment of teachers entirely into his hands. He also took charge of one of the lines of work in the Normal school. There are three school buildings in DeKalb. One of them contains the high school, but four rooms are occupied by the grades. With the addition of the practice school in the Normal building, four buildings are available for practice work.

The plan of procedure contemplates putting each candidate for graduation in charge of a room for a half-day session for not more than three terms nor less than one. Two studies are taken in the remaining half-day, one of them being elected. If it is found at the end of a term that the pupil manifests such a degree of skill as to make further work of that kind relatively unprofitable, the teaching work is discontinued and two more studies are elected. Pupil teachers are closely supervised by critics and room principals. The seniors are divided into two groups, one group going to the outside buildings in the forenoon and the other in the afternoon. Since the public schools begin the work of the year two weeks sooner than the Normal school the seniors return and get well started in their teaching work before they are required to resume their studies. The class numbers about forty-five this year, hence that number are engaged in room instruction.

In addition to the room work of the seniors, pupils of superior strength are permitted to engage in class instruction earlier in the course. These class exercises are held in recitation rooms where there are no other pupils and cover only a single period each day. This is preparatory to the more responsible work of the senior year.

Realizing the advantages that come from the critical observation of good teaching, each pupil teacher attends at least one class exer-

cise each week conducted by the critic. These exercises are carefully discussed and educational principles are deduced and illustrated from the methods employed by the teacher.

During the first year we experienced no little difficulty in finding suitable accommodations for our students. In an industrial community like this every house is full when the mills are going. Last year and so far the present year there has been such a demand for the product of these mills that every available person has been closely occupied. In consequence spare rooms have been at a premium, and eating places for any but the regular inhabitants are difficult to find.

With the opening, however, of a new addition to the town there has been a very great change. There is now near the building within a ten minute walk, ample accommodations for several hundred students. What is known locally as the Ellwood Syndicate has built three large club houses especially designed for the accommodation of students. The dining rooms afford sittings for about sixty each and comfortable students' rooms for twenty-eight. The addition of these three buildings thus offered accommodations for eighty-four roomers and nearly two hundred day boarders. More than twenty additional houses have been built within the same radius. They are well constructed, furnished with modern conveniences, and offer rooms to students at a reasonable rate. We are now ready to take good care of all who come. The day of our privation seems to have passed by.

This article should not close without a description of the magnificent building in which the Northern Illinois State Normal School is housed. In outline it is a rectangle about three hundred seventy-five feet long and seventy feet wide, and fronting to the south. This rectangle is divided into three parts: first, the central building; second, the east and west wings, and third, the buildings connecting the wings with the central building. The first and second are two stories high above the basement; the third, but one. Extending from the north side of this rectangle are five projections; one in the middle, one from each wing, and one from each of the connecting buildings. The middle projection gives a depth of two hundred fifty feet to the building. The basement floor is two feet and a half below grade line. The ceilings in all stories are fourteen feet.

In a general way, the east wing with its projection is used by the practice school. The building connecting it with the central building, with its projection, contains the chemical and physical laboratory below and the library above; the central building and its projection, the gymnasium below and the executive offices and auditorium above; the west connecting building and projection, the biological laboratory below and the study hall and museum above; the west wing and projection, school rooms for the Normal department. The society halls are in the east and west wings respectively. This in very general outline is the building.

More specifically it contains all told one hundred apartments. Ten are store rooms, twenty-five are teachers' private rooms, eight are offices, thirty-four are school and recitation rooms, and the rest are

laboratories, halls, and rooms for special purposes of some sort. The auditorium has sittings for about twelve hundred and can accomodate fifteen hundred quite comfortably. The gymnasium is ample in size and furnished with dressing rooms and baths. The laboratories were designed with special reference to their purposes and are admirable in every way. A shop for manual training, a dynamo for light and power, and an independent water system, are additional features of excellence. In brief the building has no serious defects.

Through the kindness of Mrs. I. L. Ellwood, two fine portraits by A. F. Brooks, the Chicago artist, occupy the panels at the right and left of the auditorium stage. They are two-thirds full length. One is of Mr. Glidden and the other of Mr. Ellwood. These, with the bust of Mr. Haish in the library, will make the features of the three great benefactors of the Normal school familiar to the remotest generation of students.

This building is situated well to the north end of a fine campus of sixty-seven acres which is yet substantially in its native state. It is finely varied in surface, contains a large native grove on the south side, is skirted on the east by the Kishwaukee, and has a fine athletic field on the northeast. When suitably improved it will be quite ideal in its appearance.

I ought not to burden your space with more of detail. In closing this report I wish to express my appreciation of the generous spirit and warm interest evinced by the people of DeKalb. They not only paid generously out of their holdings to secure the location of this school, but since it opened its doors they have quite out-done themselves in acts of kindness. Public receptions for the students and faculty and numerous private social attentions, not to the teachers alone, but to the students as well, manifest their desire to enhance the comfort of all who are immediately connected with the school. Indeed everything is done that could be done to show how thoroughly the presence of the institution is appreciated. Nor has this hospitality been confined to the citizens of DeKalb. The school people of northern Illinois have been equally thoughtful. The great Northern Association came here in October of last year to wish us a God-Four successive meetings of the Principals' Round Table have been held in the President's office. The Northern Illinois Association placed a loan fund of three hundred dollars to be used by students of limited means at the discretion of the President. With so many manifestations of good will it is not strange that our life here has been very delightful. If no evil fate shall interfere with our success we ought to be of some service to the schools of the great Commonwealth whose interests are so dear to all our hearts.

Respectfully submitted,

JOHN W. COOK,

President.

EASTERN ILLINOIS NORMAL SCHOOL.

CHARLESTON, ILLINOI

Hon. Alfred Bayliss, Superintendent of Public Instruction.

SIR:—In accordance with your request I submit herewith the ennial report of the Eastern Illinois State Normal School:

HISTORICAL SKETCH.

On July 1, 1895, the act creating the Eastern Illinois State No. School became a law. On September 7, 1895, the school was located th at Charleston, and December 2, 1895, a contract was made to e and enclose the building. The corner stone was laid with impres ceremonies on the afternoon of May 27, 1896. To the people Charleston the occasion seemed one of the most memorable in history of the city, and the local arrangements were on a scale c mensurate with their views of the event. The interest of the S at large was shown by the number of visitors who responded to city's invitations to be present. Prominent officials and many o distinguished citizens of Illinois were among the guests of ho Thousands of people joined in the procession to the grounds and mained even in the midst of a gathering storm to witness the e The late Father McCann offered the invocation and appro ate hymns were sung by the Shelbyville Glee Club. The Hon A. Neal, Mayor of Charleston, delivered the address of welco Other notable addresses were made by the Hon. I. B. Craig, the I S. M. Inglis, the Hon. Owen Scott, and the Hon. F. M. Youngble The speaker of the day was the Governor of the State, the Hon. J P. Altgeld. The Grand Lodge of Masons of Illinois directed the ing of the corner stone. The work was carried on until the com tion of the building in the summer of 1899. The cost of the build grounds and furnishings represent an expenditure in round num of two hundred thousand dollars.

The building was dedicated on the 29th day of August, 1899, up propitious skies and in the presence of a throng that seemed to an a deep interest in the educational progress of Illinois. The for exercises were held in the assembly room of the Normal school, seating capacity, though more than fifteen hundred, was inadequated for the demands of the day. Probably twice that number were nied admission. Such a gathering in honor of a purely educative event was felt to be unusual and invited much hopeful comment for the day.



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the various speakers. An all-day program had been provided. In the morning after the singing of "America" by the audience and prayer by the Rev. J. A. Piper, the Rev. H. C. Gibbs delivered the general address of welcome. It was acknowledged by the Hon. A. H Jones, President of the Board of Trustees of the Eastern Illinois State Normal School. President John W. Cook, of the Northern Illinois State Normal School welcomed the president and faculty to their new field at Charleston. The president of the school responded with a statement of what the new school hoped to be and do. Other numbers on the program were "The Stars and Stripes," sung by an efficient chorus under the direction of Mr. Harding, and "Waiting," a solo sung by Miss Mary McCrory. The afternoon was ushered in with a parade that evoked continuous applause along the line of march. The exercises at the Normal school opened with a patriotic medley by Spencer's Band. The Rev. F. W. Burnham led in prayer. The Mannerchor of Peoria, under the direction of Mr. Friederich Koch, sang several selections. The presentation speech was made by Miss Irna Martin. Governor Tanner, in accepting the keys, spoke of the cost of the new school to Illinois and to Charleston, and indicated the return expected by the State. The Hon. H. A. Neal, Secretary of the Board, responded on behalf of the trustees. The special educational address of the day was given by Dr. Richard Edwards, his subject being "The American Normal School, Its Origin, Progress and Mission."

The school opened September 12, 1899, with the following faculty in charge:

Livingston C. Lord. President, Psychology and School Management.

W. M. Evans, English.

J. Paul Goode, Physics and Geography.

Henry Johnson, Sociology and Political Economy.

Mrs. Louise B. Inglis, History.

Otis W. Caldwell, Biological Sciences.

Edson H. Taylor, Mathematics.

Anna Piper, Drawing.

James H. Brownlee, Reading.

Luther E. Baird, Assistant in English.

Francis G. Blair, Philosophy of Education and Applied Physchology.

Friedrich Koch, Music.

Bertha Hamlin, Critic Teacher in Grammar School. Edna T. Cook, Critic Teacher in Grammar School.

Alice B. Cunningham, Critic Teacher in Primary School.

May Sloenm, Critic Teacher in Primary School.

Frances E. Whetmore, Registrar.

The following statistics will show the attendance and source of attendance:

YEAR 1899-1900-Counties Represented.

Bond. Champaigm. Christian. Clark. Clay. Coles. Crawford.
Cumberland.
Douglas.
Edgar.
Edwards.
Effingham.

Fayette.
Jasper.
Lawrence.
Madison.
Montgomery.
Moultrie.

Piatt.
Saline.
Shelby.
Vermilion.
Vigo, Ind.
Wabash.

Whole number of students, 1899–1900. Number of men. Number of women.				
Occupations of parents of stud	lents:			
Agriculture	Department of skilled labor Manufacturers Occupation not given			
Pupils in model schools:				
Eighth grade	Third gradeSecond grade. First grade.			
Fifth grade	Total			

The students are intelligent and industrious, and the such as furthers earnest study. The short period of the story already passed is such as to inspire its friends with in its future. The faculty, while essentially conservative, take to contribute something to the solution of the problecation that confront the masses. The various departm school are in the main equipped with such instructors, approaches as will best minister to the needs of the students, a look is very encouraging.

All of which is respectfully submitted.

Livingston C. Lof Pre

THE AMERICAN NORMAL SCHOOL, ITS ORIGIN, PROGRESS AND

Address by Richard Edwards, L. L. D., at the Dedication of the Eastern Normal School.

I have thought it wise on this occasion not to discuss before yo of pedagogy, or questions in psychology. These are very import way, and your board of trustees have selected for you a faculty ably able to deal with them. It has, therefore, seemed wisest to tention, at this time, to some matters relating to the history of no in the United States, and also to some general considerations be the value of such schools and the objects to be aimed at in their n

I cannot omit in this place a reference to the recent death of and worthy member of your elected faculty. When I saw that M had been appointed to the chair of pedagogy in this institutio that a man so worthy and so eminently fit, was to have charge of ment. I think that all who knew Mr. Galbraith had full faith i and worth, and entertained high hopes concerning his usefulness young man in the prime of life, dominated by high ideals. He the importance of the work in which he was engaged, and availe the fullest extent of every opportunity to prepare himself there death this institution has sustained a great loss, and our hopeboard of trustees, in their wisdom, may find some other worthy n successor.

The establishment of normal schools in the United States, and ment of the system into its present high state of efficiency, have sult of great and heroic labors. It would be a loss to the coun were no record of these labors. This loss would appear in, forms. In the first place, the normal school system cannot be un cept in the light of its history. Mere theorizing is not sufficient pose. He who would correctly theorize on this subject must un

facts involved in the growth of the system. This, as every one will concede, is true of all organisms. Again the character and achievements of the early workers in this field can never fail to be an inspiration to all who are earnestly engaged in the work today.

This last consideration will lead to some account of the men and women by whose efforts the results have been brought about. Among the early leaders in the normal school work will be found persons whose memories are worthy of being preserved. In all noble enterprises the noblest element is the personal one. A high personality leaves its impress upon every movement that it touches, and in all true history this personal influence is exhibited. It would be a very imperfect history of the United States, however accurate in respect to dates and outward events, in which there was no disclosure of the personal character and worth of such men as Washington and Lincoln. Succeeding generations need the inspiration that comes from lives like these. From the influence of these mighty examples it is not too much to say that the nation derives more substantial benefit than from the record of outward events. Character is the most powerful molder of character.

But there is inspiration in the study of mere events. This is well illustrated by the topic we have in hand. Normal schools in the United States have seen their day of small things. The first public normal school, opened in 1839 in Lexington, Mass., on its first day enrolled only three students. It was encountering not the opposition but the contempt of the world, and I think I may add, especially of the cultured world. But in the fifty-eight years that number increased to more than 43.000, besides nearly 24,000 in private normal schools. This first normal school was carried on at an expense of \$2,100 per annum for all purposes. The year 1897 and 1898 involved an expenditure for public normal schools of \$3,264,928, which divided among the 164 schools gives an average of nearly \$20,000 per annum for each one. The building in which the first school was opened was procured at a cost of \$1,500. In the year 1846 the new building was completed for the Bridgewater normal school at a cost of \$6,000. Its erection was considered an achievement of so much importance that, at its dedication, Horace Mann declared that he was willing to utter the words of the ancient disciple, and to say, "Now lettest thou thy servant depart in peace." He considered the securing of that building the greatest achievement of his life. Today the buildings and grounds belonging to public normal schools in the United States are valued at more than \$18,-000,000. Surely the history of such progress as this is worthy of being studied.

There is an impression in the minds of many that the normal-school idea was transplanted from Germany into the United States, and that the friends of education in this country, in their efforts to establish training schools for teachers, were simply reproducing an institution whose value they had learned from the Old World. But the records do not seem to bear out this impression. The writers and speakers who favored a special education for teachers in this country, during the last part of the last century and the beginning of the present, appear to have been moved to their work by the low condition of the public schools at that time. Although the first school for teachers in modern times was established in Halle about the year 1700, and the first school for the training of primary teachers in Stettin in 1735, and although others were afterwards established in Germany and France; yet these do not seem to have been referred to by the early advocates of such schools in the United States. In saying this we do not forget that after the discussion had been going on for some time and practical measures were proposed. the normal-school system of Germany was examined and reported upon. March, 1835, the house committee on education in the Massachusetts legislature presented as a part of its report a statement of the provisions made for the education of teachers in Prussia. But in its origin, the normal school system of the United States is purely American. Prof. Denison Olmsted, in his master's oration delivered in Yale College in 1816, advocated the establishment of a "state seminary for schoolmasters." But he declares that he had been led to recommend such an institution by actual observation in the schools of Connecticut. One of the facts that had impressed him was the "ignorance and incompetency of schoolmasters." Nearly all the teachers of the common schools of Connecticut, it seems, had received no training except the meager instruction imparted in the very schools of which they after-This instruction was almost entirely confined to wards became teachers. spelling, reading, writing, and a little arithmetic. English grammar appears to have been occasionally taught, and sometimes, though rarely, geography is mentioned as one of the studies. This was in the public schools, designed for the training of the mass of the children. Private schools, however, were maintained for the benefit of wealthy and favored families. Thus the "New England Academy' was established and supported. The common school was regarded with more or less contempt. For a time the academy served an excellent purpose, but its influence was in some degree, at least, confined to a There was no sufficient provision for the education of the mass of the people. In view of this condition of things, Prof. Olmsted recommended, as already stated, the establishment of a "seminary for schoolmasters." He insisted that the instructors of children in the public schools ought to have a more extended training than that which those schools themselves supply. And he appealed to public and private liberality to establish and support institutions of a higher grade for the purpose of supplying such training. And what was true of the State of Connecticut in this respect was also true, more or less, of all New England

This point is worth noting because it indicates a significant fact in American history. During the last part of the eighteenth and the first quarter of the nineteenth century, the education of the people in the United States reached low water mark. The hardships and sufferings entailed by the Revolutionary war, the privations incident to the planting of new settlements in the wilderness, seemed to have diminished the interest in schools. The high and inspiring ideals of the Puritans in respect to the education of all children appear to have partially lost their power. There was danger that by the prevailing systems of education the people would be divided into classes whose interests would clash. There was danger that an aristocracy would be developed. There was danger that the masses of the people would be relegated into a position of inferiority. There was danger that the power conferred by culture would be used to exalt the few at the expense of the many.

It is not too much to say that the normal school idea, and the normal school as an institution have been potent factors in removing this danger. Indeed, among the influences that have tended to make education universal in the United States, it clearly seems that the normal school stands foremost.

As already indicated, the first public normal school was established in the town of Lexington, Mass., and went into operation on the 3rd of July, 1839. But before this time private efforts in the same line had been made. I might give you the names of the men who, at their own expense, and with very little prospect of pecuniary success, established schools for teachers. The utterance of Prof. Olmsted, already referred to, had awakened a response in many earnest hearts. Public, spirited men also, who were not teachers, discerned the reasonableness of the new idea. Among those who committed themselves in favor of the normal school idea may be mentioned Daniel Webster, Horace Mann, John Quincy Adams. But the people were slow to adopt the proposition for many reasons. One of these reasons is to be found in the element of inertia that enters into the composition of the human being. While conceding the defects existing in the qualifications of teachers, and in the management of the public school system, the mass of the citizens were not prepared for a radical change.

Another reason was that it was clear to all that the proposed enterprise would involve an additional outlay of money. The establishment of seminaries for the preparation of schoolmasters at public expense implied an increase in the taxes. Sometimes also, it must be confessed, that religious prejudices interfered with the proposed change.

But by the persistent earnestness of devoted men and women, the change was brought about, and the manner of its accomplishment illustrates an important principle in the great question of human progress. And that principle is this, that the greatest achievements that men make in their social relations are not always brought about by the direct efforts of distinguished

The normal school in the United States was set on its feet by the persistent, tireless and self-sacrificing efforts of such men as James G. Carter, of whom the world knows but little, and yet of whom Prof. Bryce, the eminent Englishman, declares that his outline for an institution for the education of teachers was the first regular publication on the subject of the education of teachers of which he had heard. There was also Samuel R. Hall, who started a school for teachers in the little secluded village of Concord, in Vermont. And we must add to these the modest Boston merchant, Edmund Dwight, who when the Massachusetts Board of Education were in despair in their efforts to establish a normal school came forward with a donation of \$10,000, on the condition that the state should appropriate an equal sum, and thus made it possible for the new institution to be born. These are not names that we find reproduced in the newspapers from day to day. The multitude will hardly concede that they were distinguished characters. But without their strong faith and persistent labors it would seem that the enterprise must have failed of realization, at least for many years. Shall we not thank God that there are men willing to work for the good of the race, willing to sacrifice themselves in the accomplishment of a beneficent purpose, or for the mere love of righteousness and of their fellow men?

I take the liberty here of making two brief explanations. First, the word sacrifice, in the sentence just read, is taken in its popular meaning. All that The men and women of it implies is the giving up of outward advantages. whom I speak had little hope that by their labors they would secure material wealth, or high social positions, or the acclamations of the crowd, either during their lifetime or afterwards. These things they intentionally surrendered at the very outset. But how much of a loss was this? How necessary are these things to the genuine happiness of a human being? And these labors were not without their reward. These early teachers in the normal schools enjoyed, in the first place, the warm affection of the young people whom they educated. Their names are cherished through the years in loving remembrance. If dwellers in the spirit world take cognizance of events occurring on the earth, these men and women are comforted today by noting the faithful and efficient work done by those whom they taught, and by those whom their pupils have taught and are teaching. see that the noble seed which they sowed has not only produced harvests of its own, but also seeds from which other harvests are reaped and shall be reaped. And I am sure that their joy is intensified by the fact that those who have come after them have attained to greater heights than those whereon they stood, not a loftier nobleness of purpose, but larger knowledge—a more thorough mastery of the principles involved in their great work—the wonderful enhancement of the influence of this work among the people. Surely this must be a reward most welcome and most ennobling.

Another element of great profit to these early workers appears in the influence of their labor upon their own characters. How it must have added to the strength of their moral purpose! How with every passing year it must have opened their eyes to new truths! How as time rolled on, it must have intensified their love for their fellow-beings! How it must have rendered that love more gentle and more unselfish! Here, indeed, is the true measure of success. The man who adds to the intellectual power, to the moral self-control and to the energy of good will in himself and in others, is the truly successful man. He has made no sacrifice of anything that has true value. He has simply increased the stature and improved the quality of the souls with whom he has come in contact.

Another point which I wish to note is this. I have spoken of these men and women as having been comparatively unknown to fame. I think that is eminently true of the great majority of those by whose labors the normal school in the United States has been made a success. But there are some exceptions to this peculiarity. The worth of a few of these heroes has been recognized in the literature of the country. Their names are known to many millions of the citizens of the United States. I think I could present to you a somewhat extended list of such. There was Denison Olmsted, already referred to, Henry Barnard, George B. Emerson, David P. Page, and, greatest among them all, Horace Mann.

I have referred especially to some events that occurred in the State of Massachusetts some fifty or sixty years ago. I have done this because to that state belongs the honor of having established the first public normal school in our Republic. It is claimed for the state of New York that in those early efforts its people were quite abreast with those of Massachusetts, and that had it not been for the gift of Edmund Dwight the probability is that the first public normal school would have been established in the Empire State. There is some truth in this assumption. The question was certainly agitated by the New Yorkers at this time. But the gift of Edmund Dwight must be taken as one of the facts. It proved the sincerity of those who in the Bay State were interested in the question. This donation was not an accident. It was the result of the earnest discussion that had been carried on. But it would be idle to deny to the people of New York the credit that is due them. were early in the field, and in 1844 they too, established in the city of Albany a very successful and influential state normal school. But surely there is some significance in the fact that when they sought for a man to take charge of the institution, they consulted that prince of educators, Horace Mann. And the result was that David P. Page, of Newburyport in Massachusetts, began his magnificent career as the head of the Albany Normal School. But for New York this was only the initial step. Other schools were established in the state from time to time which became centers of a mighty educational influence. And Pennsylvania was not far behind. And these were followed by other states until today fifty states and territories are supporting these institutions. Many names occur in connection with this vast progress of men and women whose memories ought to be cherished, but we are constrained to omit mention of them. The progress of our own State in this respect may, however, be referred to. Our first normal school was established in the year 1857. It continues in active operation until today. Year by year its sphere has been enlarging. Year by year its work has grown more and more efficient. I think it is not an idle claim to say that it stands among the very first in the United States. I remember well some of the discouraging circomstances that attended its development. I remember being reminded one day by a man of no little prominence in the region in which it is located, that there was much hostility to it, and that in all probability its career was nearly run Said he, with an emphasis I doubt not of sincere conviction, "We shall one day have that fine building of yours for our corn crib." Surely a corn crib it has been. But the corn that has been garnered there has been a kind that nourishes every noble element of good citizenship, every worthy quality of an advancing humanity.

After seventeen years of experience with her normal school, the State of Illinois established another. In 1874 the Southern Normal University at Carbondale opened its doors for students. I had the honor of delivering an address on the laying of the corner stone of the building in the year 1870, and afterwards at the dedication of the building on July 1st, 1874. In November, 1883, this building was destroyed by fire. But after some effort a new one was erected in its place, and on February 24, 1886, was dedicated to the high purpose for which it had been erected. At this dedication I had the honor once more of delivering the principal address. I mention these details in order to bring out a point in connection with this school which very greatly impressed me. In 1870, at the laying of the corner stone of the first building. an immense company of people had gathered. They came from all parts e the adjacent country, and were in their appearance and their bearing undoubtedly fair representatives of the people at that time. In 1886, there was again an immense concourse, but it was clear from the appearance of the crowd that the school had already done a great work. Its influence had been felt, not only in the public schools of that part of the State, but it had extended to the homes. The people who came to witness the dedicatory exercises in this last year, showed in their faces and in their accounterments and bearing that they had made progress since the time of that first gathering. The school had been doing its work. It was a source of illumination, and a source of uplift to the inhabitants of that part of the State. For sixteen years it had been an efficient educator.

progress had been made during that period of sixteen years, what remaining thirteen years accomplished? Today, instead of two norols, Illinois has authorized the equipment of five, to say nothing very successful institution in Chicago. And the educating power nstitutions has not been diminished. On the contrary, it is mightier ver was before. Today the State of Illinois believes in normal schools. of its citizens were to be taken, the majority in their favor would be. Thirteen years ago the decision would have been far less emphanished, if a direct vote had been taken, I am sure that the schools we been condemned by an immense majority.

spoken of the early normal schools for the reason already suggested nemory of them ought not to be allowed to die. There seems to be dency to look upon these early institutions with a species of contempt of their comparatively limited activities. This seems to me to be, in ree, unjustifiable. They did the best they could. They made use of nowledge that was then developed in respect to methods of teaching, e principles that underlie them. If after sixty years of stirring and profound study, some additions had not been made to our knowthese points, it certainly would have been a disgrace to us. s and the teachers of the early normal schools were not mere imitalose who had gone before them. They moved forward. They occuand higher ground than had previously been reached. They deserve e of all for their progressive and, at the same time, reasonably conspirit. For us to treat them with contempt would be indefensible. be as if a man were to dishonor his own father. And there is no hich we can more effectually do them honor than by making advances work which they have done. Let us honor these pioneers by conwhat we can to the improvement of the science of pedagogy. But it with a reverent spirit, and with thanks to God for the worth and fulness of those who have gone before us.

ne to throw out a few suggestions as to what constitutes the true of a normal school. In our time the field of activity for these schools much enlarged. New phases of the great questions involved in the eaching, have come to be discussed. Educational science today has tments. And there seems to be some tendency on the part of the atives of these departments to talk about their special work as if it whole of the science of pedagogy. I wish today to call your attena few general considerations in regard to the mission of a normal I wish to consider some general facts bearing upon the utility of these ns. In a general way I wish to offer some answer to the questions, a normal school for?" "What ought a normal school to accom-It may be said in general that the function of the normal school is in accomplishing the true ends of education. The normal school unto prepare teachers for their work. It is certainly fair to expect hall give these teachers a correct idea of the ends which they, as are to attain.

recomplishment of this work, it will be necessary, first of all, to unthe structure and philosophy of the human mind—to learn the mental and even physical necessities of the human being—and then to dethods for the meeting of these necessities. Of course we see at once epens up a large field for study. The human being is very complex. It is and activities are mutually dependent, the one upon the other, in ys. Rightly to develop these powers one needs much preparation in of thought. The normal school then must present, as far as possite and clearly stated system of pedagogical philosophy. And in orthe practical may be kept in view it must present opportunities for out these theories in actual work. Hence the need of a practice such a school is uccessary not only to prevent the normal students oming mere theorizers, but it is necessary also to confirm their grasp principles which they have mastered, and also to enable them to w discoveries.

tonly must there be a study, on the part of those who are conductormal school, of the problems of education in a general way, but the

school ought also to provide for the special educational wants of the commu nity in which it is located. Most of the normal schools in the United State have begun their work by dealing with the actual needs of schools. struction which they have imparted, the principles which they have taugh have been adjusted to existing conditions. I remember many years ago it was urged in some quarters that the normal school ought to confine itself to the discussion of what was then called the science of education, without reference to the special defects existing in the schools. But very wisely, as it seem to me, this counsel was not followed. The normal schools, instead of confining themselves to the discussion of pedagogical principles, have imparte a good deal of instruction in the ordinary branches of study. Arithmetic geography, English grammar, etc., have actually been taught in these schools This has been done in part, at least, because the normal school pupils neede that kind of teaching. In those early days it was impossible to require the every student, who came to the normal school, should be so thoroughly qualifie in all these branches of study that no further attention need be paid to theu To have confined the norma Everyone knew that this was not the case. school work at that time to what was then called the science of education would have been to make the school useless for the time being. A public in stitution is established for the purpose of meeting the existing wants of the people. Of course, in order to do this, its conductors must study generated principles. But an institution, sustained at public expense, is justly expecte to contribute to existing needs.

Of course, there is another reason why the ordinary branches taught in the schools, should be considered in the normal school, and that is in order to illustrate right methods of instruction. It is a universally accepted principle that general principles can only be thoroughly taught by being practically applied. Our views of general truths are filmy. The effort practically to apply them helps our conception of them wonderfully. This is really the bas for the establishment of practice schools. The normal student in his normal class may be led to see the value of a process in instruction, and the sound ness of the principle on which it is based. And yet his knowledge of the sulject may be vague. Only practice can make that knowledge thoroughly reliable.

Viewed in this light, what is the responsibility of this magnificently eldowed institution in respect to the people of Eastern Illinois? It is bound that study their educational wants. It is not here to deal with generalities merely it must take the measure of educational matters as they exist here. It must learn how the schools in Coles and adjoining counties are conducted. What is worthy in these it must encourage. What is deficient, it must provide for there is any educational wilderness in these realms, this normal schomust make them blossom like the rose.

And let it be remembered that the normal school is, in a peculiar sense, for the use of the whole people. I do not mean that it should be the direct in structor of men and women of all ages. But the meaning is that it should a forth into all the homes. It is not to be the instructor of a class, nor of chi dren of a class. It is the culminating achievement of universal education. In this spirit its work should be done. I think it is important that this point should be observed because in our time there are so many tendencies to the separation of mankind into classes. In our country, perhaps, the most cou mon basis of such separation is outward wealth. The man who can build for himself a residence costing five or six millions of dollars, as it is said has r cently been done, almost of necessity feels like withdrawing from the cor mon crowd. The human being is keenly susceptible to the possibility of pe sonal distinction. The man who thinks he can be king is very likely to fave royalty. And in the United States so much improvement has been made the outward conditions of people that the possibility of some sort of kingsh occurs to many. Sometimes young people are exhorted to train themselve for leadership. And undoubtedly there is a sense in which this counsel good. There is a kind of leadership that is worthy. But it is not the leade ship of command. It is the leadership that enables men to render service their fellows. It is the leadership that recognizes the equal claim of all. It is the leadership that recognizes the truth of those divine words, "He who would I

great among you, let him be your servant." Most of the evils that threaten our nation arise from the inordinate desire for the other kind of leadership,—from the desire for positions in which one may impose his will upon others. The desire for power is legitimate, if it is held in subordination to the desire for helping our fellow men. But the desire of power for its own sake has in it an element of unmitigated vulgarity. Its essential element is a gross self-ishness. How much genius, how much moral purity, how much genuine patriotism does it take to make a man a candidate for a public position?

It seems to me that here we have suggested one of the important functions of a normal school. It should impress upon the young men and women who are preparing to be teachers the true motive to activity. As already intimated, the history of the school throws light upon this point. The normal school is the highest exhibition of the idea of universal education. And the idea of universal education has at its basis the great principle of human equality. Let the teacher go forth from the normal school fully inspired with this grand idea. Let him say to himself in serious earnestness that his business is the elevation, intellectually and morally, of the entire community. Let him not be satisfied with himself unless he has done something to promote this great uplift. Let him see to it that there goes forth from him, not alone in words, but in the silent and resistless influence of character, an energy that shall reproduce itself in those who come under his teaching. No higher service can be rendered to humanity than that which is rendered by the true teacher And this must be rendered to all without favoritism or undue discrimination.

By human equality I do not, of course, mean equality in power or mental endowment, or even the moral attributes. I mean the equality of the claim which every human being presents for the kind of culture which he or she needs. There is no human being so nobly endowed but that in some form he needs the help of his fellow men. There is no human being so meanly endowed or so laden with imperfections that he is not entitled to all help which can be rendered him. It is the duty of the race, and especially of those interested in educational enterprises, to do for all the very best that can be done in the way of enlightenment and ethical development.

The president of one of the great universities of the land has declared that the moral training of the students in that institution is not one of the objects for which the university should labor. He declares that the students come to his institution with their characters already formed for good or for evil. wish to say with all the emphasis I can put into the words that this rule will not do for the normal school. The teachers that go forth from these halls will have such duties to perform as will make the right kind of characters an essential element in their work. The normal school is not here merely to furhish information, which may be used for good or for evil. It is here to furnish, as far as possible, true ideas of living. It is here for the purpose of molding souls whose characteristics shall be fit to be reproduced in those that come under their charge. I do not mean to say that a large amount of time shall be devoted to the enforcement among pupils of right conduct. Not that. But there must be in the institution an ethical energy that shall make itself felt for good. I think the institution ought to hold itself responsible for this. If there is any place on earth where the highest ideals of character should be insisted upon, it is in the normal school. The very essence of a normal school is that it is a fountain from which streams of influence shall go forth. It is the garden from which vast fields shall be furnished with the seeds from which shall spring a glorified humanity.

I heartily congratulate the board of trustees, the faculty of this institution, and the people of Eastern Illinois, upon the establishment and magnificent endowment of this institution. Today the State of Illinois is committed to enterprises of this kind. You may, therefore, be assured that all your future years will be provided for. With that assurance, and with this noble building already erected, who can calculate the amount of good which you may accomplish? It seems to me that you may take high inspiration from these circumstances. The State of Illinois is looking here for great results, and I feel sure they will not be disappointed. Go forth with the advantage of the accumulated knowledge in the science of education which the ages have gathered in. Go forth with the comforting reflection that your institution is cherished in the hearts of the citizens of this great State. Go forth, inspired by the thought that it is possible for you here to do the grandest work for humanity which is ever permitted to human energy.

WESTERN ILLINOIS NORMAL SCHOOL

MACOMB, ILLINOIS.

Hon. Alfred Bayliss, Superintendent Public Instruction:

DRAR SIR:—In compliance with your request I herewith respectfully submit the following report of the Western Illinois Normal School:

On April 21, 1899, by an act entitled "An act to establish and maintain the Western Illinois State Normal School," it was provided by the Legislature of Illinois that a normal school should be erected and conducted in that portion of the State of Illinois lying west of the fourth principal meridian in what is known as the Military Tract. This act became effective July 1, 1899. Shortly after this act went into operation the Governor of the State of Illinois, in compliance therewith, appointed a board of trustees for the purpose of locating the said school. For various reasons this board was unable to locate the school, and after this fact became apparent their resignations were accepted and a new board appointed in July, 1900. In August, 1900, after inspection of the various sites offered by different communities for the location of the school, the city of Macomb was selected, the citizens of that place and vicinity giving for the purpose of the location of the school a beautiful tract of ground 59% acres in extent, lying immediately contiguous to the town. Plans and speciscations have been approved by the Governor and adopted by the beard of trustees for the structure, which is designed to be a modern, well equipped building, and one wholly in keeping with the most adwinced and best approved views. The appropriation which is available so far for the work is the sum of \$75,000. In October, 1900, the contract for the foundation of the building was let to the Tri-City Construction Company of Davenport, Ia., and at this time work is in progress, and the terms of the contract require that the foundations shall be complete by the first day of January, 1901. Work apon the superstructure will immediately follow, and it will be the endeavor of the trustees to have this building practically complete by the first of September, 1901.

Very respectfully submitted,

B. M. CHIPERPIELD, Secretary of the Board of Trustees.

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND.

JACKSONVILLE, ILLINOIS.

Honorable Alfred Bayliss, Superintendent of Public Instruction.

SIR:—I herewith submit a brief report of the number of inmates and character of the work done, in this institution during the biennial period ending June 30, 1900.

ATTENDANCE, YEAR ENDING JUNE 30, 1899.

Number enrolled:

MalesFemales	141
Total	261
School in session, days	208 227
Attendance, Year Ending June 30, 1900.	
Number enrolled:	
MalesFemales	156 112
Total	268
School in session, days	268 263

The sub-divisions of the school department and the course of study are substantially as reported two years ago. Pupils who complete the course may remain not to exceed two years in the kindergarten, six years in the "grade," and four years in the high school. During this time all pupils who have the necessary ability are given instruction in music, and all except those who are excused by a physician, are required to take part regularly in a physical drill. Opportunities for manual training are provided and most pupils go to the work rooms as regularly as they go to the school and music rooms.

Rigidity of grading in a school for the blind is neither desirable nor practicable. Speaking of the common schools, Dr. Wm. T. Harris, United States Commissioner of Education, says: "The most serious weakness of the public and private schools of this country, is found in the usual iron-clad method of grading." If this is true of the schools for normal pupils, what shall we say of a rigidly graded school for the blind in which the number of pupils is comparatively small and the variety of intellect and ability greatly modified by the varied circumstances and conditions that have resulted in blindness?

If all our pupils were congenitally blind and were sent to school when six years of age, the problem of grading would be quite different and much less complicated. But the almost insurmountable difficulties that confront one who attempts strict classification, nay, the immeasurable harm that will be done by such an attempt long persisted in, will be apparent when it is remembered that some of our pupils who have never seen the light come to us at five or six years of age; others that were born blind are kept in their homes and led about and waited upon until they are twelve or thirteen years of age and then put into our kindergarten; that still others have, perhaps from the necessities of the case, been neglected—left in a corner with a mouth-organ and a drum, and have thus passed the early years of their childhood and at ten or twelve years of age these come to us with undeveloped limbs and with the hands of a child of five; that some become blind at two, three, or four years of age, and that the disease or accident that caused their blindness has left them, not exactly "feeble-minded" as the term is usually interpreted, but mentally and physically handicapped for life; that others lose their sight at six, eight, ten, twelve, or fourteen years of age and that some of these come to us as soon as they have recovered from the illness or accident that dooms them to darkness for the remainder of their lives—some with other faculties unimpaired, and with a degree of courage and optimism that is a rebuke to many of us, others disheartened and depressed because of the deep shadow that has fallen upon them; that some in middle life are stricken with blindness and plead for admission to this institution—for the opportunity of learning to read with their finger-tips and of learning to use their hands in useful occupation. A moment's view of the facts as they are, will not fail to convince even the casual observer that the careful study of individual necessities and the adaptation of the work to individual needs, are the especially difficult tasks that confront the educator of the blind. Classification and gradation can at best only be adopted in a small way as the outcome and concomitant of careful individual study and instruction.

The following reports of pupils as given to the superintende the close of the last school year by the kindergarten teachers serve to illustrate the great variety of intellect with which we deal in a school for the blind:

A. B.—AGE. 7 YEARS.

One year in school. Very little progress until the latter part of the year. Writes very little. Pages read, 14.

*Perfect papers, 19.

C. D.—AGE, 6 YEARS.

One year in school. Does very little number-work. Excellent in reading. Good in writing. Pages read, 175. *Perfect papers. 30.

E. F. AGE, 12 YEARS.

In school six months. Scarcely any progress. (an string wooden beads—nothing more.

I. J.-AGE. 7 YEARS.

One year in school. Reading excellent. Number-work fair, Pages read, 228.

G. H.—AGE. 9 YEARS.

In school fifteen months. Excellent in all work. Pages read in last year, 476. Perfect papers last year, 206.

K. L.—AGE. 9 YEARS.

One year in school. Has done very little. May develop in time—very doubtful

M. N.—Age, 9 Years.

In school two years. Reading excellent. Has read Cyr's Primer, Cyr's First E Cyr's Second Reader, Little George ington, Patty's Patch-work, Seven Sisters, Scripture Lessons, etc., etc. Number-work, good. Pages read during the last school ye Perfect papers, 273.

The following taken from the report at the end of the year, 1 by a teacher of third and fourth grade children, will give some of the character and extent of our work in these grades.

Arithmetic: Reviewed from the beginning and completed We Arithmetic, Book I.

Reading: Daniel Webster (brief biography), James Watt, Revere's Ride, Melchior's Dream, Our Field, The Trinity Flo LaSalle, Happy Family, The American Tropics, Washington The Spy, The Great Stone Face, Revolutionary Heroes, Third Reader and Child's Book of Nature.

Geography: Our American Neighbors to Chapter XX. Also Geography work as was necessary to enable the children to un stand the "news of the day," as presented in connection with chapel exercises each morning. Special work was done on the ography of the Philippines, the Hawaiian Islands, South Africa the West India Islands.

Language: McMurry's Story of LaSalle and Our Amer Neighbors were the basis of much of the language work, Me & Bright's Language Book and DeGarmo's Lessons, I. and II. used as guides in oral work.

^{*}A paper that is without any error which the pupil might reasonably be expected to is called by us a "perfect papar."

Note.—The above is the reading done in school and in class. Besides this, most (pupils read several hundred pages silently, and many "ink-print" books were read pupils by their teachers at the regular evening reading.

Note.—It is part of our plan to make all the centers of great interest throughout the contribute to the interest of our pupils in their geography work.

REPORTS OF PUPILS IN GIRLS' INTERMEDIATE DEPARTMENT.

A. A.-AGE, 12 YEARS.

Fourth grade. In school five years. Excellent in all lines. Pages read, 6872. Perfect papers, 75.

E. F.-AGE. 18 YEARS.

Ungraded.
Recently lost sight.
In school seven months.
Pages read, 784.
Perfect papers, 10.

C. D.-AGE, 10 YEARS.

Fourth grade. In school four years. Excellent in all lines. Pages read, 3,343. Perfect papers, 80.

G. H.-AGE, 16 YBARS.

Ungraded.
Does very little work in Arithmetic.
Medium in reading.
Writes, but not accurately.
Pages read, 2,957.
Perfect papers, 6.

The following reports were made by the teacher of type-writing at the end of the last school year. A "perfect paper" in the type-writing room is one in which there is no error in spelling, punctuation, capitalization, or in the operating of the machine. A mistake in spacing, syllabication, or the writing of one letter over another for the purpose of correction, rules the paper out of the perfect paper class. The "paper" is one page, or any part of a page made at one sitting.

- A. B.—Second year work. Perfect papers, 3. Careless in work and insists upon sacrificing accuracy to speed.
- C. D.—Second year work. Perfect papers, 8. Does very careless work and puts speed before accuracy.
- E. F.—Second year work. Perfect papers, 22. Is very careful and takes pride in his work; but many errors come through his limited knowledge of the use of English and consequent inability to take dictation acurately.
- G. H.—First year work. Perfect papers, 29. Did not begin work until some little time after school opened, and in a short time was able to work with the second year class. Has made excellent progress. Made out reports for several teachers at the close of the school and the work was entirely satisfactory.
- I. J.—Post-graduate work. Perfect papers, 55. Is a good speller, takes dictation intelligently, and does good work always.
- K. L.—First year work. Perfect papers, 102. Has the highest number of perfect papers of any one in the type-writing class. Writes very carefully and is gaining in speed without any loss in the matter of accuracy.

THE RESULTS OF OUR WORK.

From a humanitarian standpoint.

Blind people learn to read. Enough reading matter is now provided in the various systems so that the educated blind person so inclined and whose environment is such as to permit this, can spend much of his time pleasantly and, in a sense profitably, in reading good books.

Blind people learn to write. This again furnishes occupation as well as the means of communicating with distant friends and of recording one's own thoughts. Sometimes the thoughts of blind per-

sons have been considered worthy of preservation through the printer's art. Many a valuable book has come out of the darkness of perpetual blindness to be read and enjoyed by those with the most perfect sight.

Some blind people learn to sing, and to play upon one or more musical instruments. This becomes to them a source of great satisfaction. The satisfaction is no doubt increased when they can thereby give pleasure to other people.

Blind people learn to work with their hands. This furnishes occupation for both mind and body. However small the earnings may be, they find in such employment unlimited comfort.

To all the young blind, as to people with sight, the possibilities of great success in some chosen vocation may act at once as an incentive to effort and as a charm to make drudgery and heavy burdenbearing endurable.

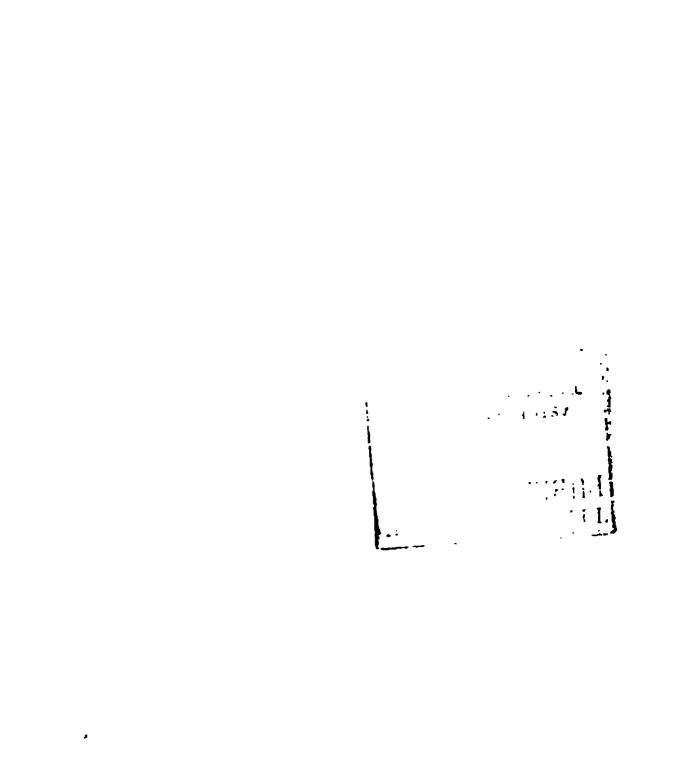
From an economic standpoint.

It is impossible to separate completely, even in our thought, the economic value of training from the culture and comfort values. No person of sound mind can be altogether comfortable, no matter how highly he may be cultured, if he is dependent for the necessities of life upon some relative or friend. In order that labor may not be joyless, it is quite essential that it be remunerative enough to supply the daily wants of the laborer, Hence the real value of the instruction in such a school as this, must be measured in part at least by what it will enable its graduates to do that will contribute something of value to the general good. Statistics are not at hand that give any very clear idea of the economic value of the work in the schools for the blind.

Many of our graduates do not need to become self-supporting and therefore are not. Others need to support themselves, bravely attempt to do this, but find it very difficult. Most of them earn in part their own living. A few are entirely self-supporting, and contribute even to the support of others.

The pupils who have been sent out from this and other institutions for the blind and who are now earning either wholly or in part their own living are doing this:

- 1. Many of them as teachers of music, vocal or instrumental.
- 2. A few as performers in music.
- 3. Some as private instructors of other blind students.
- 4. A few as teachers in institutions for the blind.
- 5. A few as teachers and assistants in other institutions.
- 6. Some as operators of the typewriter—doing their work from dictation.
- 7. A few as managers of some business—as dairying, general farming, or manufacturing.
- 8. Some as broom makers. Those who do such work as this usually combine with it chair caning, basket making, the making of horse nets and hammocks, etc.
- 9. Some as tuners and repairers of pianos.



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In conclusion, I beg to thank you and your able assistant for the interest you have manifested in our work and for the encouragement and helpful suggestions that have come to us from your department.

Respectfully submitted,

FRANK H. HALL,

Superintendent.

ILLINOIS INSTITUTION FOR THE EDUCATION OF DEAF AND DUMB.

Jacksonville, Illinois.

Hon. Alfred Bayliss, Superintendent of Public Instruction:

DEAR SIR:—In compliance with the law and in accordance with your request I have the honor to submit herewith a summary of the condition of this institution for the biennial period ending June 30, 1900.

The period under review has been marked by a gratifying development of the educational work of the State School for the Deaf at Jacksonville. Five hundred and thirty-three pupils were in attendance in the year 1898-'99; five hundred and forty-six pupils, of whom eighty-five were new admissions, were in attendance in the year ending June 30, 1900.

The work of the school has been conducted by fifty-five instruct-In the manual alphabet department, in which the school work and communication between teachers and pupils is carried on in the English language by means of writing and finger-spelling, there were seventeen classes. In the oral department, in which the school work and communication between pupil and teacher is carried on in the English language by means of speech, lip-reading and writing, for the most part, there were twenty-one classes. In the art department six classes; in the manual arts and industries, twenty-one classes, and, in the new department of domestic science there were eighteen classes. The new departments of floriculture and Sloyd have been organized too recently to call for more than mere mention at the present time. The department of physical culture has been reorganized, in part, and the girls are no longer expected or encouraged to become proficient in heavy gymnastics, the Swedish system as modified by the best American practice, being now recognized as more satisfactory at least in the training and development of girls.

Much more attention is given to physical culture in this school than is customary in public schools in general. In fact, systematic exercise under teachers is required of every pupil not excused by the physician. The manual arts and industries also receive more attention than is customary in public school work, being obligatory for one-third of the school-day for the last eight years of our twelve years' course.

The calamity of total deafness is the greatest barrier to intellectual advancement which can affect the undeveloped powers of a mind retaining any capacity whatever for instruction. This is a strong statement, but I make it advisedly, after the cumulative experience of many years devoted to the amelioration of this form of misfor-The far-reaching effects of this single privation of a purely physical approach to the mind of the child cannot be realized, even remotely, by the unprofessional observer. It is fortunate for the deaf that it is possible to procure experienced and well-trained professional teachers of the deaf for deaf children, and it is little short of a crime to confide the instruction of these most unfortunate children to inexperienced and untrained teachers. Even able college professors are helpless in the presence of deaf children, and the most expert teachers in the common schools are not prepared to instruct a totally deaf child ignorant of language. It is now the policy of this school to employ none but trained and experienced teachers, who have had special training for this work.

All educational work of a high order is a severe strain upon the teacher, and educators of the deaf are no exception to the rule, that, even in the case of teachers of unquestioned fidelity to duty, the time arrives when the teacher, as well as the prize fighter, becomes "stale," and should retire from the field. The supply of thoroughly qualified teachers of the deaf is limited, and we need funds to retain highly efficient teachers and to add to the number as the occasion arises.

The ultimate aim or aims of education for the deaf are precisely the same as in the education of all children, but the methods involve special processes and special devices which have been elaborated by the experience of years

Deaf-mutism is a physical condition due solely to deafness dating from birth, infancy, or early childhood. The deafness may be total or partial. Those known technically as deaf-mutes may be totally dumb in consequence of deafness, or they may retain more or less of the speech acquired in early childhood before the loss of hearing, or they may acquire the ability to speak and to read the lips through training at school.

Deaf-mutes of the present day, if well educated by the methods and processes employed in the best schools for the deaf, and even in inferior schools, acquire the ability to speak more or less intelligibly, and also to understand the speech of their friends and acquaintances and even of strangers to a useful degree.

This almost marvelous power of lip-reading is developed for the most part incidentally during the acquisition of speech by the deaf. Teachers should understand the various degrees of visibility of the elements of speech revealed by the position and transitions of the vocal organs, but need not themselves be masters of lip-reading. In fact few teachers of the deaf are able to read the lips. The true function of the true teacher is beautifully illustrated in this matter. If the teacher presents the difficulties in proper order the deaf pupil takes the steps one at a time and soon becomes expert in an art not

possessed by the teacher himself. The pupil develops his own powers. Lip-reading stands unrivaled as a means of communication in the case of the deaf for short distances. Notwithstanding its many limitations, lip-reading is upon the whole of more value to the deaf than speech, if one were compelled to choose between the two. Any power of sight is better than total blindness. Any power of speech is better than total dumbness. Any ability to read the lips is better than total inability to read the lips. The ability to speak and understand speech by watching the movements of the lips is of great value in the home and in the shop, but the educational value of these twin arts, as a preparation for education—nourishing and stimulating mental development, is' by far greater, however useful simply as a means of communication. Perception, memory, association, imagination, reason, will—all these are used and trained and developed in the acquisition of speech and lip-reading. Living speech is the best preparation for the education of the deaf as well as of the hearing child, in its proper correlations, and the speech of the deaf even if imperfect and sounding strange and uncouth to unaccustomed ears, has a high educational value even when it is far from satisfactory as a means of communication merely. True it is that certain deaf-mutes respond but feebly to instruction along these advanced lines, but the same is true of a great multitude of hearing pupils, who have little or no capacity for even elementary literary attainments. Yet even backward deaf-mutes if capable of mastering alphabetic language in any form, are suitable subjects for improved methods and processes of instruction. Casual visitors to schools for the deaf are apt to note the attainments of the more advanced or exceptionally bright pupils, not realizing that, in general, these particular pupils have always had a command of our own language. To gauge the deaf in general by such exceptional cases is unfair. We should never lose sight of the difficulties to be overcome in the most laborious of all educational undertakings—the acquisition of a working knowledge of conventional language by a real deaf-mute. In instructing the deaf hic labor hic opus. Our academic department has been completely reorganized, and the old classification by grades has been subordinated to the varied needs of the individual pupil, in this way bringing the teacher into closest touch with the pupil at the point where most needed. Pupils are no longer promoted from class to class or grade to grade on the strength of general averages, but are credited only with the particular subjects in which they have shown themselves sufficiently proficient to merit promotion.

The old and tried disciplinary studies continue to form the back-bone of our course of study, but without neglecting these we find it possible to widen the scope of the pupils' work and to arouse wider interest by the judicious addition of information studies and elementary training in habits of observation. The cultivation of trained perception, and even elementary reflection, is of peculiar value in the case of deaf children, for it may be said of them, that having eyes, they see not. Without training the deaf are peculiarly superficial, delighting in the panorama before them, and meditating but little upon relations which are not obvious at a glance.

It is worthy of incidental mention that out-door games and sports are utilized more and more to furnish new subjects of interest and to widen the scope of work and life in the school-rooms; and the children have been encouraged also to study and observe out-door nature for themselves with encouraging results. Many of the school-rooms have been adorned and beautified by the teachers. The pictures upon the walls not only exert a wholesome aesthetic influence upon the pupils, even if the pictures fail to reach the highest standards of art, but they also help to bring the larger world into the school-room. In a certain sense education is a preparation for life, but we are coming to realize that it is in a larger sense life itself; certain it is that to the child in school, life is real, life is earnest, and here, if any where, may be found the strenuous life. If our school is to be improved it will be through the larger appreciation of this point of view, rather than from the recasting of formal courses of study, the adoption of this or that text book, or the multiplication of scholastic hurdles, though none of these things are to be despised. Though conservative upon the whole, our school feels the stirring of the waters from the breezes that fill the larger educational world, and at the same time it is fairly in line with the best practice of the most useful schools for the deaf. Our teachers have been encouraged to keep abreast of the general current of educational progress. been inspired and stimulated by teachers' meetings, "grade" meetings, current educational literature, pedagogical additions to the library, and attendance upon various meetings of educational bodies. However learned, painstaking and conscientious a teacher may be, we are beginning to learn that real teaching demands enthusiasm. No enthusiasm, no life. Live teachers and live pupils are more and more in evidence and this means much to the school. Consider the little deaf child. Deaf, yet very much like other children. Curiosity, the inborn impulse to know and to do, inherited instincts beyond number, interest, aspiration, potential energy, capacities for purposive activities, innumerable incentives and aptitudes—all these, and more, exist in the deaf pupil eager to act upon and respond to environ-To touch this inner life is the teacher's function, and in this sense the teacher makes the school, that mysterious thing called influence here becomes something tangible either for good or for evil in the development and destiny of the pupil. The skillful handling of modern school-room machinery, and especially of text-books, exalted to a factitious importance through the greed of publishers, on the one hand, and the helplessness of manufactured teachers on the other, is the most insignificant function of the real teacher. The true, the beautiful and the good are not the unsubstantial fabric of an idle dream, but the essential and eternal substance of all life worth the These bud and bloom under the true teacher as naturally as seed and bulb expand into plant and flower and fruit under the genial influence of the sun. As these principles become better understood all schools grow better, and ours with the rest.

I am optimistic enough to believe that the day is not distant when schools for the deaf and for the blind, in common with the public

schools, will be maintained, manned and administered solely for the welfare of the pupils themselves, and the good of the community at large.

The closing days of school and the commencement season are very much alike year after year, and our anniversaries and gala days do not differ much, save in the absence of song, from such occasions in the public schools. Peculiar interest attaches, however, to our last reunion. For the first time in the history of the school many of the alumni were present for a reunion at the school in term time. For four days they were the guests of the institution. This gave them the opportunity to visit the classes in session, to meet all our teachers and pupils, to attend all the public exercises, and to participate in a special reception and banquet arranged in their honor. The events included a field day and picnic, the first class day in the history of the school, the banquet to societies, graduates and guests, a baccalaureate sermon, and the commencement exercises proper. These were rendered doubly interesting and profitable by an appropriate address given by Professor Alfred Bayliss, the Superintendent of Public Instruction for the State of Illinois. The graduating class numbered fifteen. Three members of the class expect to take a collegiate course. Two have already passed with credit the entrance examinations to the College for the Deaf in Washington City, and one proposes to enter Shurtleff College this fall.

The biennial period under review has been completed with a remarkable record for health, and, in fact, in the last three years, in four epidemics which visited this school, 596 pupils were cared for without a single death, although many of the cases were severe, and in private practice deaths from the same ailments were not uncommon. Although greatly overcrowded in every department the school has been greatly prospered, and our chief regret is that so many deaf children far outnumbering all in the schools of this State, are growing up uncared for in the depths of ignorance beyond any power of description or imagination.

The responsibility for this sad state of affairs rests upon ignorant and indulgent parents, and upon communities indifferent to the possible dangers arising from this neglect. The State needs an effective compulsory law to reach the deaf kept out of school.

The policy of the State is exceedingly liberal toward the education of the deaf. It not only maintains the State Boarding School, with its hospital and trade schools, but it also makes liberal provision for the maintenance of day schools for deaf children wherever small classes can be organized and good teachers found for them.

If I may be pardoned for a suggestion, I wish to commend the practice, unfortunately too rare, of endeavoring to secure the names and addresses of deaf children through special inquiries made of teachers and school officers by the county superintendents. I believe it is an excellent idea for county superintendents to include a special inquiry covering this subject in the circulars which they issue from time to time for school district officers and the teachers under their jurisdiction.

Your attention is respectfully invited to the self-explanatory statistical tables hereto appended.

In conclusion, I wish to thank you for the interest you have taken in this school, and through you, I desire also to thank county superintendents, the superintendents of a large number of city and town schools, and a very large number of the educators of the State who have taken a lively interest in the work of this institution and the welfare of the deaf.

Respectfully submitted,

J. C. Gordon,

Superintendent.

Tabulations of statistics relating to the Illinois School for the Deaf at Jacksonville, and to deaf pupils under instruction in the United States in the year 1900.

TABLE I.

Actual Attendance, 1899 and 1900.

Movement of Population.		nding J 1899.	une 30,	Year ending June 30, 1900.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Former pupils returned	277 85	178 48	455 78	278 53	188 32	461 65
Total	312	221	533	326	220	546
Died	1 15 29 6	9 2 12	1 24 508	1 22 303	8 212	1 30 515
Total	312	221	533	326	230	546

TABLE II.

County Representation for Six Years, Ending June 30, 1900

Counties.	1995.	1896.	1897.	1898.	1899.	
Adams	7	10	10	9	8	1
lexander	l il	_ <u>1</u>	5	7	6	
Bond	2	2	2	2	2	
Boone					1	1
rown	4	4	3	2	1	
ureau	4	5	5	6	7	1
alhoun		• • • • • • • • •				
arroll		•••••••	•••••	• • • • • • • • •		1
a ss	6	8	8	4	2	ł
hampaign	1 1	3	3	4	Į Š	1
hristian	! 6	7	7	6	5 2	1
lark	6	y 9	0	Ţ	Z	1
lay	ן סַ	9	8	0	0	
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rawford	130	120	3	140	120	1
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arshall	1 1	1			•••••	
lason	5	4	4	4	3	1
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cLean	9	12	12	12	14	
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lonroe	2	1	1	2	3	
lontgomery	6	8	8	9	9	
organ	20	20	16	22	23	
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Table II—Concluded.

Counties.	1895.	1896.	1897.	1898.	1899.	1900.
Pope		1		ļ		1
Pulaski	1	3	3	3	1 4 1	2
utnam	2	4	1	4	5	4
Randolph	Ī	Ī	l ī	l ī	i	Ī
Richland.	1	.	2	ا آ	<u>3</u>	2
lock Island.	7	3	i 7	Ŝ	5	Ā
Saline	ġ	2	3	Ì	j 2	Ā
angamon	10	9	7	Ř	7 .	7
Ahnwlan	10	•	•		•	ġ
chuyler	•	•••••				•
	6	8	8	6	5	5
helbytark	0	9	0	0	ا ق	5
	10	49	40		46	10
t. Clair	18	13	18	14	18	16
tephenson	2	4	•	! 5	5	5
azewell	2	2	1 3	D	5	5
nion	1		1 1	2	1	1
ermilion	8	8	Z	2	1 1	Z
abash	2	2	5	2	1 1	1
arren	4	4	3	8	3	3
ashington	4	3	3	3	1	2
ayne	8	3	2	4	5	3
/hite	5	5	4	5	6	4
hiteside	3	3	5	3	3	3
fill	8	8	7	7	7	7
Villiamson	5	2	2		1 1	1
innebago	9	6	7	10	10	7
Toodford	5	5	7	9	9	10
	522	493	534	531	533	546

Professor J. C. Gordon's Summary of Statisticts Relating to the Instruction of the Deaf in the United States.

Table I.

Teachers of the Deaf in the United States.

	1891	1900	Increase.
Teachers of speech Hearing teachers not in oral work Deaf teachers	260 182 167	561 182 243	301 76
	609	956	377

Table II.

Pupils in Schools for the Deaf in the United States in 1900.

	Total number.	Taught speech.	Not taught speech.
United States		6, 299	3, 992
New England	100 per cent	61 per cent 593	39 percent 51
Middle States	100 per cent 2,835	92 per cent 2,490	8 per cent 345
Central and Western	100 per cent 4,092	88 per cent 2,371	12 per cent 1,721
Southern		845	1,875
_	100 per cent	31 percent	69 percent

TABLE III.

Classification According to Methods of Instruction.

	Total	Under Oral	Instruction.	Under Silent Instruction.
United States	number of pupils.	Oral methods exclusively.	"Mixed" or "combined" methods.	"Sign" or "manual" methods exclusively.
	10, 291	4,451	1,848	3, 992
New England	100 per cent 644	43 percent	200	51
Middle	100 per cent 2,835	61 percent 1,731	759	345
Central and Western	100 per cent 4,092	61 percent 1,688	683	12 per cent 1,721
Southern	100 per cent 2,720	41 per cent	17 per cent 206	42 per cent 1,875
	100 per cent		7 per cent	

Table IV.

Deaf Pupils at School in New England in 1899.

Mohalon	Total	Under Oral	Instruction.	Under Silent Instruction.
Tabular number of school.	number of pupils.	Oral methods exclusively.	"Mixed" or "combined" methods.	"Sign" or "manual" methods exclusively.
1 27 33	159 15 0	8 150	116	35
40	83 77 61 23	33	70	7
41 42 1-B	119	61 119	14	9 .
7-C 15-C	.9 13	9 13		•••••••
Total	644	393	200	51
Percentages	100 per cent	61 percent	31 percent	8 per cent

Total under oral instruction, 593 or 92 per cent. Total under silent instruction, 51 or 8 per cent.

TABLE V.

Deaf Pupils at School in the Middle States* in 1899.

	Total	UNDER ORAL	Under Silent Instruction.	
Tabular samber of school.	Total number of papils.	Oral methods exclusively	"Mixed" or "combined" methods.	"Sign" or "manual" methods
2 20 24 26 29 21 25 27 36 29 44 45 47 52 54 11—C	415 600 160 163 201 96 271 13 13 13 13 13 13 13 13 13 13 13 13 13	202 453 11 201 30 371 17 169 79 57 29 24	213 108 139 23 11 40 87	47 51 13 34 10 74 101
otal	3,625	1,781	759	345
ercentages	100 per cent	41 per cent	27 per cent	12 percen

Total under oral justruction, 2, 490 or 69 per cent. Total under silent instruction, 345 or 12 per cent.

Table IV.

Pupils Under Different Systems of Instruction in Schools for the Deaf in the United States—1892-1900.

	Number of pupil under different system instruction.				Percentage of pupils ams of under different systems instruction.		
Year.	papils	Mannai.	Entirely orel	Partly oral	Manusl.	Entirely	Partly oral
1802 1802 1804 2806 Lane 1807 Lane 1800 1800	9, 282 7, 940 8, 304 8, 825 9, 253 9, 749 10, 139 10, 291	4, 987 4, 016 8, 819 4, 023 4, 169 4, 311 4, 251 4, 321 3, 902	968; 1,581 2,136; 2,369; 2,719 2,915; 3,639; 3,788; 4,45;	3, 252 2, 443 2, 349 2, 483 2, 365 2, 325 1, 870 2, 020 1, 868	54 0 50 6 46 0 45 6 45 1 45 1 43 6 42 7 29,0	10.4 19 9 25 7 20 8 29 3 80 5 87 2 87.3 43 0	35 6 29 5 28 3 27 6 25 6 24 3 19 2 20, 0

^{*}Including Maryland and the District of Columbia

Dr. Alexander Graham Bell's Summary of Speech Teaching in American Schools for the Deaf in 1900.

i	Total		per of pu		Sami	nary.				
	:	Taught by speech and speech-reading.			Taught speech and speech- reading.		Number of pupils taught apeech-reading.			
Schools for the deaf in the United States.	- 专 勤 明 年 - 《 《 中 明 《 中 明 《 中 明 《 中 中 明 》 中 - 《 中 中 明 《 中 中 明 》 中 - 《 中 - 中 - 中 - 中 - 中 - 中 - 中 - 中 - 中	No manual apelling: no sign language	Taught manual No sign lan-	also by Taught also by sign language.	Speech not used as a	Returns unclassified	Total	Speech used as a means of instruction.	Speech not used as a means of instruction.	Unclassified
No. of pupils in 115 schools Percentage	10, 750 100 0	2,757 26.7	1,643 15.8	1,095 10,2	582 5.4	907 8.4	5.984 65.0	5 069 56.5	582 6.4	32

ILLINOIS STATE REFORMATORY.

PONTIAC, ILLINOIS.

Hon. Alfred Bayliss, Superintendent Public Instruction:

DEAR SIR:—Your letter of July 3 about the report of this Institution relative to our common schools was received and referred to our superintendent of instruction, as I did not have time to prepare one myself. He was away on his vacation for some time, hence the delay in answering.

I enclose you herewith his report as placed on my desk this morning.

Yours truly,

GEORGE TORRANCE, General Superintendent.

Honorable Alfred Bayliss, Superintendent Public Instruction:

Dear Sir: We have in the Institution eighteen schools with a total attendance of six hundred and seventy-eight inmates. The act establishing the Illinois State Reformatory declares, that "It shall be the duty of the managers to provide for the thorough training of each and every inmate in the common branches of an English education." We are required not only to give the inmate a common school education, but also to teach him a trade. And in order to do the best possible work in both the common and trade schools, one-half of the Pupils attend the common schools in the forenoon and the other half in the afternoon, and the same method is followed in the trade schools. No attempt is made at teaching the higher branches.

A large percentage of the inmates received are illiterates and of the ullard and truant classes, and it is only with thorough discipline and the most painstaking instruction that good results can be accomblished.

The younger members of our community are kept in separate uildings, and have been in school seven hours daily.

The following is the outline of studies pursued:

First Grade—Chart, First Reader, Spelling, Writing, Numbers.

Second Grade—Second Reader, Spelling, Writing, Language, Numbers.

Third Grade—Third Reader, Arithmetic Writing, Spelling, Language, Geography, Physiology.

Fourth Grade—Fourth Reader, Arithmetic, Geography, Language, Spelling, Writing, United States History, Physiology, Civil Government, English Grammar.

Fifth Grade—Reading, Arithmetic, Geography, Language, English Grammar, United States History, Physiology, Writing, Spelling, Civil Government.

Sixth Grade—Arithmetic. Advanced; English Grammar, Advanced Work; Geography, Completed; United States History, Physiology, Completed; Writing, Spelling, Reading—Supplementary; Civil Government.

No pupil is admitted to a higher grade until he has a thorough knowledge of the studies preceding, and in order to be thus promoted he must give satisfactory evidence by written or oral examination that he is capable of doing all the work gone over.

The teachers keep daily record showing the standing of each pupil in their schools, and on the last day of every month they report to the General Superintendent the average percentage made by each pupil in his studies, and other important information.

Once a month are held our teachers, meetings for the purpose of consultation, and discussion of best methods and the most recent contributions in educational theory and practice as applied to the successful working of reformatory schools; and by comparison of ideas and suggestions we seek to apply for the benefit of our inmates, and the efficient upbuilding of our schools all that is good and practical in Penological Science and the New Education.

Inmates can be excused from school only on the required evidence of physical or mental disability.

When an inmate has completed the course of study, he is subjected to a rigid written examination; if he makes a grade of 75 per cent in each subject, he is entitled to a certificate of standing. A failure to pass is taken as evidence that he has not improved his opportunities, and is not eligible for parole.

A working and grading system has been established, carefully to note the inmate's effort and progress, and to classify him according to his merit.

The discipline in the schools administered according to the rules of the Illinois State Reformatory, is necessarily strict and proving highly efficient.

The general effect of the schools in such an institution, is incalculable, and can not be measured simply by the progress of any particular inmate in the text books he may happen to use. Our schools are a perpetual testimony in behalf of education. Every department of the reformatory becomes permeated by the indirect as well as direct results of carefully ordered school pursuits, and of advanced school instruction. This educational work arouses respect in the minds of the inmates toward the institution of which they are a part. It effects the whole life of the place, and is uplifting in every respect. It dignifies the public sentiment of the surrounding community; it effects the conception which officers have of their duty and responsibility.

Many inmates have gone from us with the elements of an education, with the power to read and write, with the key of knowledge, with an earnest ambition for further acquisition, with an outlook upon the world of learning, which they did not have when they entered, and which they acquired while here. This fact is especially manifest in an increased demand for a higher grade of literature from our library, which we take as a marked sign of progress.

To enlarge the powers of the mind by discipline and study is an all-essential factor in true reform. To arouse in an inmate an appreciation of the value of knowledge, and a thirst for it, is a step toward the new life; and many here are for the first time beginning to realize it. How can we hope then that reformation will be lasting, or far-reaching in the lives of our pupils if we do not place within their reach the means of intellectual growth and improvement, so that they may hereafter make a better contest in the struggle of life?

LIBRARY.

Our library of 7,000 carefully selected volumes in the realms of history, biography, travel and adventure, science, literature, religion, education and fiction is a perpetual source of inspiration and profit to the inmates. Each one is allowed to draw a book every ten days, and about 1,000 volumes are being read by "the boys" at any one time.

A course of lectures on biographical and historical characters and themes, are being given to the inmates in chapel once in two weeks alternating with the Y. M. C. A. literary meeting once in two weeks.

By arrangements with the directors of the Riverview Chautauqua Assembly, of Pontiac, a special course was also given for ten days in July and August by some of the best talent in the country.

These lectures and entertainments, which were without cost to the State, were not only much enjoyed by "our boys," but also proved of great value.

Our Publications—The Pioneer, a six page, five column paper, is published every Saturday, and a copy given to each inmate and officer, and many sent to friends of the institution outside. It is ably edited by Mr. J. K. Sanders who has had large and varied experience in newspaper work, and who, in his painstaking selection of stories, ethical, educational, and social matter, by his wise and comprehensive discussion of current topics, and political questions, besides the institutional and local items of news, has succeeded in making the Pioneer a paper of unfailing interest and profit to our inmates, many of whom are writing articles for it which would do credit to college graduates.

The Sunday Messenger is our four-page religious weekly, which contains, in addition to scriptural and moral teachings and stories, our regular Sunday lesson, its exposition and illustrations, and the songs for our Sunday service.

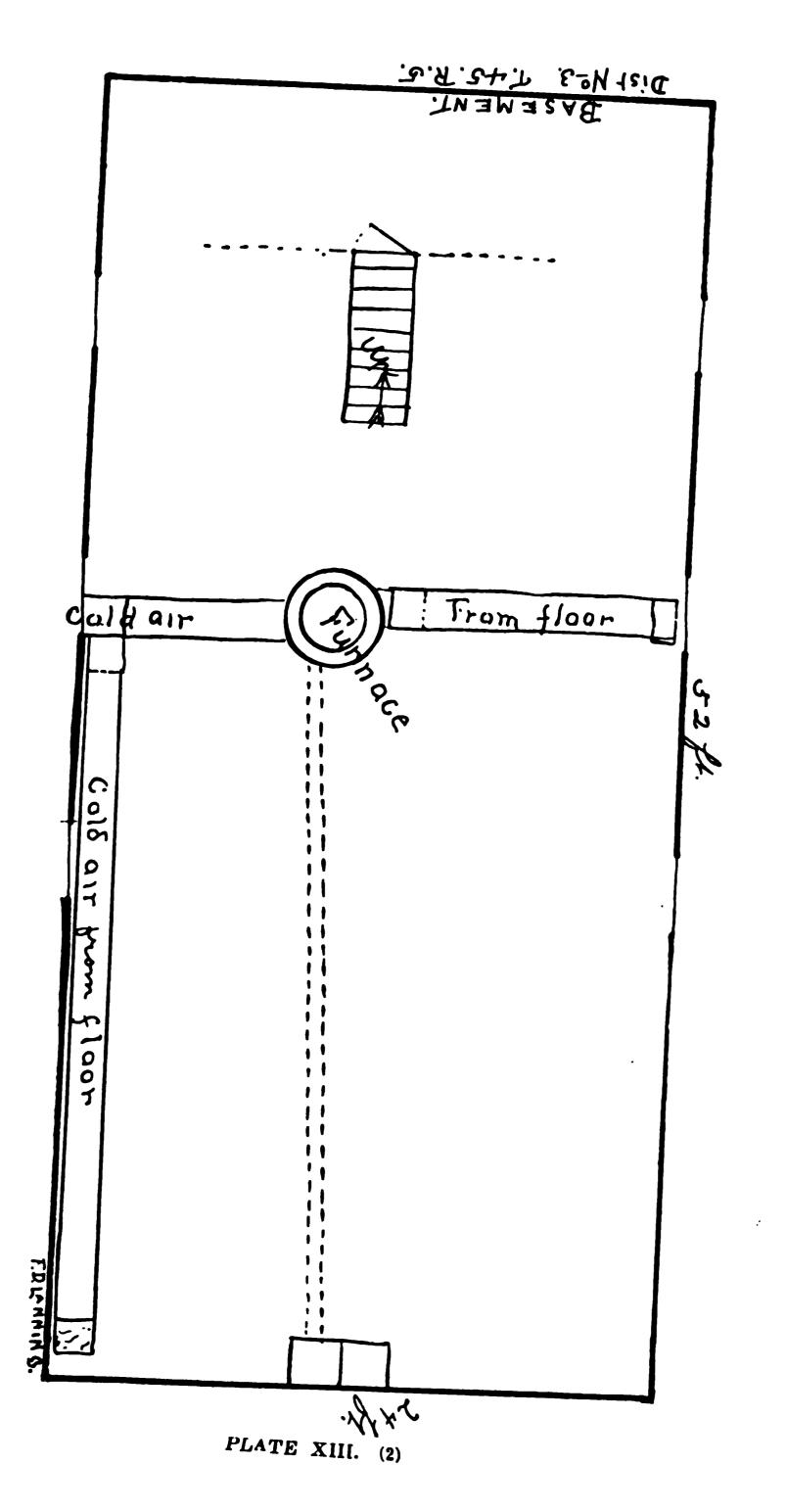
Until recently we were much handicapped in our work for the lack of room, but with the south school building now in process of com-

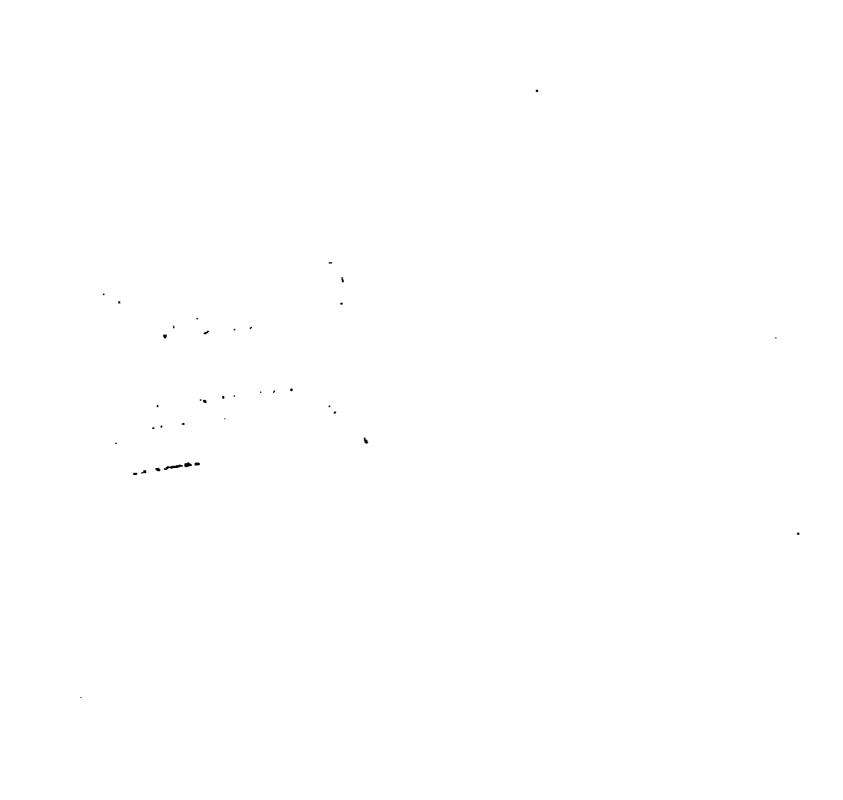
Pletion we shall be well equipped for our regular school work. While our work in the school room is, we deem, up to the high standard, nevertheless, after the study of some years of the subject, I am convinced that it would be greatly to our advantage if we could establish a manual training course for all the pupils of the school, to be considered as a part of school training, and not a part of merely trade instruction.

Neither would it be any sacrifice of the advancement of the inmates in their books, to give at least one-third of their school time to manual study and work; on the contrary, according to all statistics on manual training, such a division of study would be of untold benefit in developing intellectual accuracy, and power, especially in those of the dullard and mentally defective classes, and would develop in our younger boys, much ability that is now missed and permitted to lie dormant in being confined to ordinary school work, which to many of the truant and criminal, is but spiritless drudgery.

We need in our schools a physical training department. The wrongs and crimes of many inmates here, are largely "sins of the body," actuated by appetite and passion, and because of physical degeneration, and to whom little intellectual or moral stimulus can be imparted, until there is first of all some physical foundation. Moreover, physical training is well known to be the best means, and frequently the only means, of arousing intellectual attention and concentration, and developing moral control.

Respectfully,
B. F. Boller,
Superintendent of Schools.





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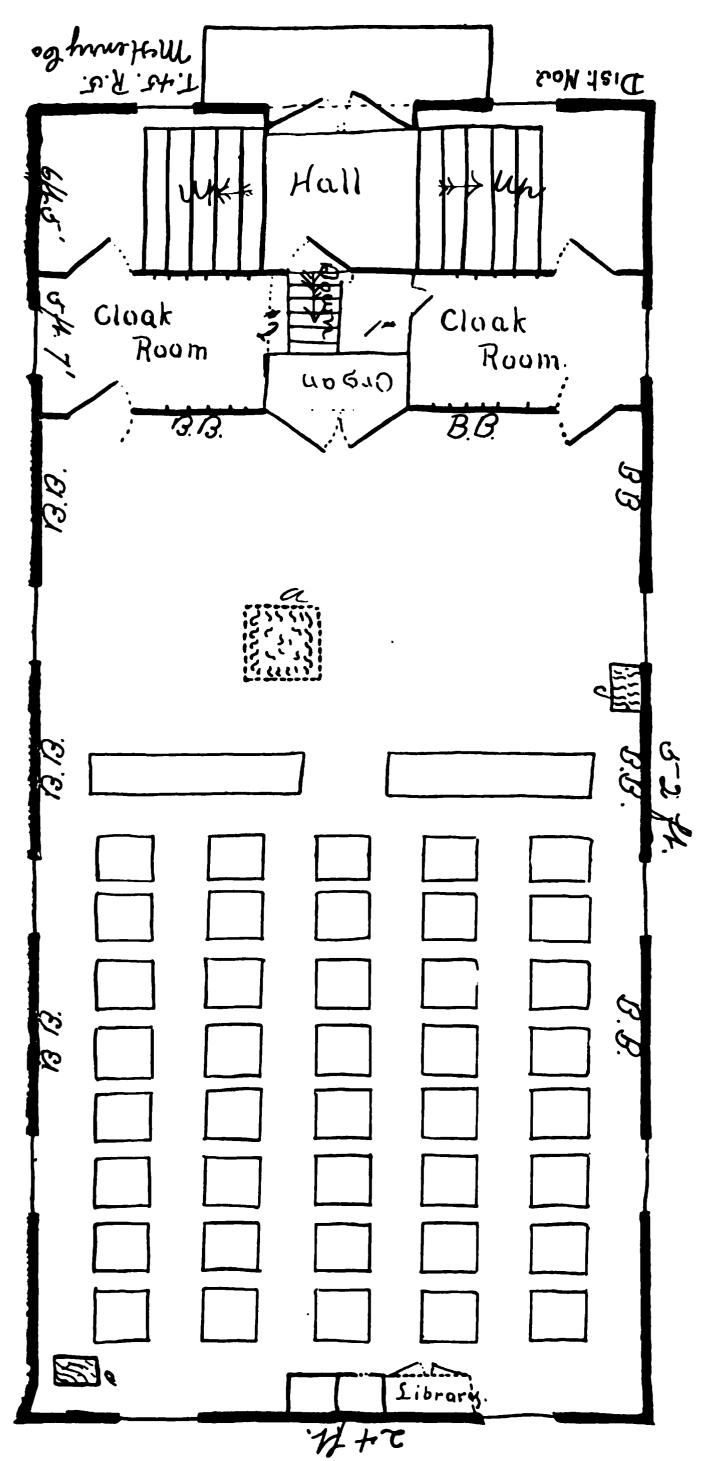


PLATE XIII. (3)

ILLINOIS ASYLUM FOR FEEBLE-MINDED CHILDREN.

Lincoln, Illinois.

Hon. Alfred Bayliss, Superintendent of Public Instruction.

DEAR SIR:—During the past two years, the school attendance of the Illinois Asylum for Feeble-Minded Children has exceeded that of any corresponding period in the history of the institution.

I regret very much that the grade of children for which the institution was originally organized has been somewhat crowded out and we have accumulated a large number of the more helpless class of idiots. This is due to the fact that the more improvable cases, after attending school a few years, are taken to their homes, while the lower grades, intellectually, after once becoming inmates, remain in most cases as long as they live.

At the present time, we have in process of erection, new buildings that will accommodate five hundred additional children, and if the teachers of the State would take advantage of the institution and have children sent here who remain in their schools year after year without any material advancement, they would raise the average grade of their schools and this, also. I have no doubt but that many of this class of children could be materially benefited by the course of training pursued in this institution.

In addition to the regular school work, the older girls are taught sewing and house work, and the boys are given instruction in shoemaking, brush making and all kinds of farm and garden work.

Respectfully submitted,

W. L. ATHON,

Superintendent.

ILLINOIS SOLDIERS' ORPHANS' HOME.

NORMAL, ILLINOIS.

Hon. Alfred Bayliss, Superintendent of Public Instruction, Spring-field, Illinois.

Sir:—On assuming charge of this institution as Superintendent, on the twelfth day of January, eighteen hundred ninety-nine, I found the schools divided into nine grades and pursuing a course of study, which had been prepared previous to my taking charge. We followed that course until the end of the term. On September 4th, 1899, we opened school with nine teachers doing nine grades of work, adopting the State course of study, working in uniform with the other schools of the State. Our kindergarten is doing good work in preparing the small children for the primary department.

We have a manual training school consisting of iron and wood departments. We give eighty lessons per day, forty in the iron work and forty in wood work to the larger boys.

During last winter we established a school of domestic science. In this school forty-eight girls are given instruction in the art of cooking and sewing.

The average attendance in school for two years has been as follows:

For the year ending J	une 30 ,	1899	398
For the year ending J	\int une 30,	1900	394

Respectfully submitted,

R. N. McCauly, Supt. I. S. O. H.

STATE HOME FOR JUVENILE FEMALE OFFENDERS.

GENEVA, ILLINOIS.

Hon. Alfred Bayliss, Superintendent of Public Instruction.

DEAR SIR:—We have received during the biennial period ending June 30, 1900, 128 girls. Total number of girls under instruction, 275.

It has been the purpose of this school to give every girl, as far as she is capable of acquiring it, a good English education, and while the progress of many is slow, very satisfactory results have been obtained. Eighteen girls have completed the eight grade work, three of whom are attending high school in neighboring cities working for their board when not in school. They are doing excellent work in school and home. Two teachers are regularly employed. One has had many years' practical experience in the school room, the other, a former member of our school, who has done excellent work, resigned in October to be married. Her place has been filled by another member of our school, who has finished the course here.

We have endeavored, as near as possible, to carry out the methods employed in our public school. Careful instruction is given in the English branches five days in each week the year round, and while all our girls attend only one session a day they advance as rapidly in their studies as they would if compelled to attend the whole day. Those belonging to the primary and intermediate grades attend the morning session and those of the grammar grades the afternoon session.

During the two years school has been closed for the observance of Thanksgiving, Christmas, New Year's, Washington's Birthday, Memorial day, Arbor Day and the Fourth of July, each day being observed in an appropriate manner.

In addition to the regular school work the teachers have prepared the pupils for literaries, which have proved instructive and entertaining.

Extended and careful instruction has been given in letter writing and dictation exercises.

The girls are trained in all branches of ordinary housework, under the constant supervision of capable teachers. Each department receives instruction in sewing, mending, darning, crocheting and knitting. The course of study given below has been closely adhered to so far as has been possible.

- B. Primary.—Chart and primer work, first reader, spelling, numbers, language, writing.
- A. Primary.—Second and third reader, spelling, writing, language, numbers.

Intermediate Grades.—Fourth reader, supplementary reading from United States History and Seven Little Sisters, arithmetic, writing, spelling, geography, language.

Fifth and Sixth Grades.—United States History, reading, geography, grammar, elementary physiology, spelling, writing.

Seventh and Eighth Grades.—Arithmetic complete, grammar, advanced physiology, history, rhetoric, civil government.

One-third of the number of girls who have been admitted during the last biennial period could not read nor write.

We have been made glad by an addition to our library fund. Our books are carefully selected and eagerly read. A new piano has been added to the school room which helps greatly to create an atmosphere of peace and harmony. We are obliged to use one school room for two school divisions. This necessitates two teachers conducting recitations at the same time. The room is located at the rear of main building, within twenty feet of the engine house; the exhaust pipe of engine and pump is directly opposite and in close proximity to the school room windows. This fact and the rapid growth of our school within the past two years, the numerous applications for admission and our over-crowded condition, prove the necessity of a generous appropriation to the school, of sufficient funds for a school building and necessary apparatus to successfully carry on the work of physical and moral elevation of these dependent girls who are so enthusiastic in their search of better things. "We train the body to set the soul free."

Respectfully submitted,

OPHELIA L. AMIGH,
Superintendent.

THE CHICAGO MANUAL TRAINING SCHOOL OF THE UNIVERSITY OF CHICAGO.

Hon. Alfred Bayliss, Superintendent of Public Instruction.

DEAR SIR:—I have the honor to transmit the biennial report of this school for the years 1898-9, 1899-1900.

The original purpose of the school, to furnish secondary instruction combined with training in drawing and shopwork, has been preserved.

The school offers three courses of instruction: two of three years each, one of four years. The four years' course may include Latin and Greek, or Latin and a modern language, and prepares for classical or scientific courses in any college or university. The three years' courses fit either for business or for technological schools, and may include Latin and a modern language, or be purely English. Graduates are admitted to many colleges and universities on the recommendation of the director, without examination.

The following is a brief summary of the three courses:

I. THE BUSINESS COURSE—THREE YEARS.

Elementary algebra, plane and solid geometry, physiology, physics, chemistry, physiography, English literature and composition, rhetoric, general history, civil government, political economy, book-keeping, drawing and shopwork. Latin is optional.

II. THE TECHNOLOGICAL COURSE—THREE YEARS.

So called because it prepares for Technological schools.

Elementary and higher algebra, plane and solid geometry, plane and spherical trigonometry, physiology, physics, chemistry, English literature and composition, Latin, or French, or both; drawing and shopwork.

III. THE COLLEGE PREPARATORY COURSE—FOUR YEARS.

This course includes the usual Latin and Greek, or Latin and modern language or languages, mathematics, history, literature, and science, demanded for admission to college, shopwork and drawing for three years. This course may begin with either the eighth grammar grade, or the first year of high school.

The school maintains a small eighth grade class, as the first year of the college preparatory course, and as a preparatory to its own regular three year courses.

The Drawing Includes.—Freehand construction and perspective, groups of models, pastel and water color; mechanical drawing in geometrical construction, parallel and angular perspective; orthographic and isometric projection, including intersection and development of solids, shades and shadows; and either (a) machine design, or, (b) architectual drawing.

The Shopwork Includes.—Joinery, wood-turning, cabinet-making, pattern-making, care of tools; molding and casting; forging, welding, tempering, making of smiths' and lathe tools; chipping, filing, drilling, planing, scraping, study and construction of machinery, management and care of steam engine and boilers.

The drawing and shopwork extend over three years, and belong to all courses. The drawing and shopwork are accepted in Technological Schools in lieu of similar work demanded in those schools.

The school makes all of its smith and lathe tools, such as tongs, fullers, flatters, center-punches, cold-chisels, diamond-point and other lathe tools, etc. During the school year 1899–1900, the pupils have finished a 28-inch drill press, and a sensitive drill, in addition to the usual supply of small tools. Several other large machines are in process of construction, including a steam hammer. For all such work the drawings, blue prints and patterns are made by the pupils.

The equipment of the mechanical department of the school is mainly as follows:

Wood Rooms.—48 carpenters' benches; 6 cabinetmakers' benches; 28 speed lathes; 1 patternmakers' lathe, 42-inch swing, 8-foot bed; 2 circular saws; 1 band-saw; 1 planer; 2 jig saws; 2 grindstones; bench, lathe, and general tools.

Foundry.—2 brass furnaces; crucibles, troughs, flasks, trowels, rammers sieves, and other apparatus.

Forge Rooms.—30 forges; 30 anvils; 1 drill press; 1 emery wheel; 1 shears; 3 vices; tongs, hammers, fullers, flatters, swages, etc.

Machine Shop.—17 engine lathes, from 14-inch swing, 6-foot bed to 20-inch swing, 8-foot bed; 2 speed lathes; 1 planer, 6-foot bed; 1 shaper; 2 drill presses; 1 drill press; 1 universal milling machine; 1 cutter grinder; 1 upright 8-horse power steam engine, for tests; 1 grindstone; 1 emery grinder; 24 benches; 24 vises; lathe and vice tools, such as chucks, boring-bars, taps, dies, hammers, chisels, files, etc.; also 1 forge, 1 anvil.

Power is supplied by a Corliss Engine of 52-horse power and by two steel boilers.

The physical and chemical laboratories are equipped for pupils' work.

The drawing rooms are provided with numerous models and casts.

The reference library and the library of the Blatchford Literary Society contain about one thousand volumes.

The school has graduated 741 boys. Over 150 college degrees have been received by its alumni, conferred by the Massachusetts Institute of Technology, Cornell, Harvard, Yale, Princeton, Purdue, the Universities of Michigan, Wisconsin, Illinois, etc.

An incomplete enumeration of occupations of graduates shows:

Mechanical, Electrical and Civil Engineers	79
Foremen, Electricians, Designers, Chemists, etc	61
Teachers	17
Lawyers	
Physicians	4
Architects	18

The testimony of university officials continues to the good preparation and high rank of the graduates. The testimony of business men continues to their superior efficiency. One gentleman who has graduates of the school in his employ for fourteen years, lately vol-

unteered the following written statement: "Your graduates are a selected body of men. This may be said of them as truly as it may be said of the graduates of West Point."

The trustees and teachers for the school year 1899-1900 are as follows:

BOARD OF TRUSTEES.

George C. Walker, President; Alonzo K. Parker, Vice-President; William R. Harper, Martin A. Ryerson, Frederick A. Smith, Thomas W. Goodspeed, Secretary: Charles L. Hutchinson, Ireasurer; Andrew McLeish, Daniel L. Shorey, Henry A. Rust, Comptroller.

TEACHERS.

William Rainey Harper, Ph.D., D.D., LL.D., President of the University, professor and head of the Semitic Languages and Literatures, and director of Haskell Oriental Museum; A.B., Muskingum College, 1870; Ph.D., Yale University, 1875; principal of Masonic College, Macon. Tenn., 1875-6; tutor in preparatory department, Denison University, 1876-9; principal of same, 1879-80; professor of Hebrew and the cognate languages. Baptist Union Theological Seminary, 1879-86; principal of Chautauqua College of Liberal Arts, 1885-91; principal of the Chautauqua System, 1891—; professor of the Semitic languages, Yale University, 1886-91; Woolsey professor of biblical literature. ibid.. 1889-91; D.D., Colby University, 1891; LL.D., University of Nebraska, 1893.

Henry H. Belfield, A.M., Ph.D., director, and instructor in Political Economy, Civil Government and English Literature; A.B., Iowa College, 1858, A.M., ibid., 1868; Ph.D., 1878; tutor in Latin and Greek, Iowa College, 1858; tutor in Latin, Griswold College, 1860-1; principal or superintendent of public schools, Dubuque (Iowa), 1859-60, 1861-3, 1865-6; principal of grammar school, Chicago, 1866-76; principal of North Division high school, Chicago, 1876-83; director of the Chicago Manual Training School, 1883—.

William R. Wickes, A.M., instructor in Algebra and English; A.B., Oberlin College, 1873; A.M., *ibid.*, 1878; principal of high school, Red Wing (Minn.), 1876-7; superintendent of public schools, Milan (O.), 1877-9; principal of high school, Norwalk (O.), 1879-82; superintendent of public schools, Granville (O.), 1882-4; instructor in Algebra and English, Chicago Manual Training School, 1884—.

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William Webster Root, B.S., instructor in Chemistry and Physiology; B.S., Cornell University, 1890; instructor in Natural Science. Peddie Institute, 1890-2; graduate student in Chemistry and Physics, Cornell University, 1893-5; instructor in Physics and French, Chicago Manual Training School, 1895—; instructor in Chemistry, 1897—.

Newland F. Smith, Ph. B., Instructor in Physics; Ph. B., Northwestern University, 1892; Instructor in Mathematics, Keokuk (Iowa) High School, 1892-4; Graduate student in Physics and Mathematics, the University of Chicago, 1894-6; Instructor in Mathematics, Chicago Manual Training School, 1896—; Instructor in Physics, 1897—.

B. Malcolm Lawrence, A. M., Instructor in Latin. A. B., Colby University, 1882; A. M., ibid., 1886; Instructor in Latin and Science, Pillsbury Academy, Owatonna, Minn., 1883-7; Principal of High School, Farmington, Minn., 1887-92; Principal of Dakota College, Lisbon, N. D., 1892-3; Superintendent of Public Schools, Lisbon, N. D., 1893-7; Graduate student in Latin, the University of Chicago, 1897-8; Instructor in Latin, Chicago Manual Training School, 1899-.

Earl B. Ferson, A. M., Mass., Instructor in Drawing. Art Master, Massachusetts State Normal Art School, 1883; Instructor in Drawing in Boston and Brockton, Mass., Public Schools 1881-3; Instructor in Drawing, Chicago Manual Training School, 1884—.

Frederick Newton Williams, Instructor in Drawing. Student in School of Drawing and Painting, Boston Museum of Fine Arts, 1880; Pupil of Dalin and of Graves. 1881; Graduate of School of Design, Massachusetts Institute of Technology, 1882; Designer with Robert L. Hobbs & Co., Brooklyn, N. Y., 1883; Designer with Corse & Smith, Boston, Mass., 1884; Art Instructor, Holderness School, 1885-7; Art Instructor, New Hampshire State Normal School, 1887; Student in Massachusetts State Normal Art School, 1888; Instructor in Drawing, Chicago Manual Training School, 1889—.

Edgar Hanford Sheldon, Instructor in Woodwork. Graduate of Chicago Manual Training School, 1891; Instructor in Woodwork, Louisville Manual Training High School, 1892-4; Instructor in Machine Toolwork, ibid., 1894-6; Instructor in Woodwork, Chicago Manual Training School, 1896—.

William O. Hansen, Instructor in Foundry and Forgework. Graduate of Beloit, (Wis.); High School; nine years' work in iron and steel; three years superintendent of manufactory; Instructor in Foundry and Forgework, Chicago Manual Training School, 1899—.

Wilbert S. Drew, B. S. (Mech. Eng.), Instructor in Machine Shopwork. Eight years Machinist; B. S. (Mech. Eng.), University of Michigan, 1897; Instructor in Machine Shop, Chicago Manual Training School, 1899—.

Miss Laura M. Orvis, Instructor in French, and Secretary.

The attendance of the school for the year 1999-1900, was as follows:

Senior Class	51
Middle Class	53
Junior Class	118
Eighth Grade	31
Special pupils	26
- Тафа!	
Total	ZIY

Very respectfully,

HENRY H. BELFIELD,

Director.

SPECIAL REPORTS OF COUNTY SUPERINTENDENTS OF SCHOOLS.

These reports were furnished in response to my "Circular 21," which was as follows:

August 10, 1900.

To the County Superintendents of Illinois:

In accordance with the second clause of Section 5, Article 1 of the School Law, I have the honor to request you to furnish, not later than September 10, 1900, a special report to be included in the Twenty-third Biennial Report of this Department. Please let the report include answers to the following questions, and such other matter relating to the schools in your county as you may believe to be of special interest.

- 1. Has your county a permanent county teachers' association? If so, how often does it hold regular meetings?
- 2. What proportion of your teachers do all, or part of the State Teachers' Reading Circle work, or its equivalent?
- 3. To what extent are your teachers encouraging the Pupils' Reading Circle work, or its equivalent?
- 4. What success has attended your efforts to assemble the school officers of your county for conference?
- 5. How many school houses in your county are unsanitary, or otherwise unsuited to their purpose?
- 6. How many school grounds without trees? Do you encourage Arbor Day? If not, why not?
- 7. What, if anything, are your teachers doing in the way of school room decoration? How many well furnished, tastefully decorated, and perfectly comfortable school rooms are there in your county?
- 8. How many districts in your county find it difficult, or impossible, to maintain school six months as required by law, with the limit of taxation at 212 per cent?
 - 9. How many of your schools are still without libraries?
- 10. How many schools in your county enrolled fewer than ten pupils last year? How many fewer than five? (Do not overlook this question. If you cannot answer it exactly, give the closest approximation you can, taking care to keep within the truth.)
- 11. Do you believe that the work of the county institutes could be materially improved by a conference of institute instructors?
- 12. If so, do you favor such a conference next year, say the fourth week in June? Do you favor it enough to hold that week open for that purpose?

ceives instruction in sewing, mending, darning, crocheting and knitting. The course of study given below has been closely adhered to so far as has been possible.

- B. Primary.—Chart and primer work, first reader, spelling, numbers, language, writing.
- A. Primary.—Second and third reader, spelling, writing, language, numbers.

Intermediate Grades.—Fourth reader, supplementary reading from United States History and Seven Little Sisters, arithmetic, writing, spelling, geography, language.

Fifth and Sixth Grades.—United States History, reading, geography, grammar, elementary physiology, spelling, writing.

Seventh and Eighth Grades.—Arithmetic complete, grammar, advanced physiology, history, rhetoric, civil government.

One-third of the number of girls who have been admitted during the last biennial period could not read nor write.

We have been made glad by an addition to our library fund. Our books are carefully selected and eagerly read. A new piano has been added to the school room which helps greatly to create an atmosphere of peace and harmony. We are obliged to use one school room for two school divisions. This necessitates two teachers conducting recitations at the same time. The room is located at the rear of main building, within twenty feet of the engine house; the exhaust pipe of engine and pump is directly opposite and in close proximity to the school room windows. This fact and the rapid growth of our school within the past two years, the numerous applications for admission and our over-crowded condition, prove the necessity of a generous appropriation to the school, of sufficient funds for a school building and necessary apparatus to successfully carry on the work of physical and moral elevation of these dependent girls who are so enthusiastic in their search of better things. "We train the body to set the soul free."

Respectfully submitted,

OPHELIA L. AMIGH,

Superintendent.

THE CHICAGO MANUAL TRAINING SCHOOL OF THE UNIVERSITY OF CHICAGO.

Hon. Alfred Bayliss, Superintendent of Public Instruction.

DEAR SIR:—I have the honor to transmit the biennial report of this school for the years 1898-9, 1899-1900.

The original purpose of the school, to furnish secondary instruction combined with training in drawing and shopwork, has been preserved.

The school offers three courses of instruction: two of three years each, one of four years. The four years' course may include Latin and Greek, or Latin and a modern language, and prepares for classical or scientific courses in any college or university. The three years' courses fit either for business or for technological schools, and may include Latin and a modern language, or be purely English. Graduates are admitted to many colleges and universities on the recommendation of the director, without examination.

The following is a brief summary of the three courses:

1. THE BUSINESS COURSE—THREE YEARS.

Elementary algebra. plane and solid geometry, physiology, physics, chemistry, physiography, English literature and composition, rhetoric, general history, civil government, political economy, book-keeping, drawing and shopwork. Latin is optional.

II. THE TECHNOLOGICAL COURSE—THREE YEARS.

So called because it prepares for Technological schools.

Elementary and higher algebra, plane and solid geometry, plane and spherical trigonometry, physiclogy, physics, chemistry, English literature and composition, Latin, or French, or both; drawing and shopwork.

III. THE COLLEGE PREPARATORY COURSE—FOUR YEARS.

This course includes the usual Latin and Greek, or Latin and modern language or languages, mathematics, history, literature, and science, demanded for admission to college, shopwork and drawing for three years. This course may begin with either the eighth grammar grade, or the first year of high school.

The school maintains a small eighth grade class, as the first year of the college preparatory course, and as a preparatory to its own regular three year courses.

The Drawing Includes.—Freehand construction and perspective, groups of models, pastel and water color; mechanical drawing in geometrical construction, parallel and angular perspective; orthographic and isometric projection, including intersection and development of solids, shades and shadows; and either (a) machine design, or, (b) architectual drawing.

The Shopwork Includes.—Joinery, wood-turning, cabinet-making, pattern-making, care of tools; molding and casting; forging, welding, tempering, making of smiths' and lathe tools; chipping, filing, drilling, planing, scraping, study and construction of machinery, management and care of steam engine and boilers.

The drawing and shopwork extend over three years, and belong to all courses. The drawing and shopwork are accepted in Technological Schools in lieu of similar work demanded in those schools.

The school makes all of its smith and lathe tools, such as tongs, fullers, flatters, center-punches, cold-chisels, diamond-point and other lathe tools, etc. During the school year 1899-1900, the pupils have finished a 28-inch drill press, and a sensitive drill, in addition to the usual supply of small tools. Several other large machines are in process of construction, including a steam hammer. For all such work the drawings, blue prints and patterns are made by the pupils.

The equipment of the mechanical department of the school is mainly as follows:

Wood Rooms.—48 carpenters' benches; 6 cabinetmakers' benches; 28 speed lathes; 1 patternmakers' lathe, 42-inch swing, 8-foot bed; 2 circular saws; 1 band-saw; 1 planer; 2 jig saws; 2 grindstones; bench, lathe, and general tools.

Foundry.—2 brass furnaces; crucibles, troughs, flasks, trowels, rammers sieves, and other apparatus.

Forge Rooms.—30 forges; 30 anvils; 1 drill press; 1 emery wheel; 1 shears; 3 vices; tongs, hammers, fullers, flatters, swages, etc.

Machine Shop.—17 engine lathes, from 14-inch swing, 6-foot bed to 20-inch swing, 8-foot bed; 2 speed lathes; 1 planer, 6-foot bed; 1 shaper; 2 drill presses; 1 drill press; 1 universal milling machine; 1 cutter grinder; 1 upright 8-horse power steam engine, for tests; 1 grindstone; 1 emery grinder; 24 benches; 24 vises; lathe and vice tools, such as chucks, boring-bars, taps, dies, hammers, chisels, files, etc.; also 1 forge, 1 anvil.

Power is supplied by a Corliss Engine of 52-horse power and by two steel boilers.

The physical and chemical laboratories are equipped for pupils' work.

The drawing rooms are provided with numerous models and casts.

The reference library and the library of the Blatchford Literary Society contain about one thousand volumes.

The school has graduated 741 boys. Over 150 college degrees have been received by its alumni, conferred by the Massachusetts Institute of Technology, Cornell, Harvard, Yale, Princeton, Purdue, the Universities of Michigan, Wisconsin, Illinois, etc.

An incomplete enumeration of occupations of graduates shows:

Mechanical, Electrical and Civil Engineers	79
Foremen, Electricians, Designers, Chemists, etc	61
Teachers	17
Lawyers	21
Physicians	4
Architects	13

The testimony of university officials continues to the good preparation and high rank of the graduates. The testimony of business men continues to their superior efficiency. One gentleman who has graduates of the school in his employ for fourteen years, lately vol-

untered the following written statement: "Your graduates are a selected body of men. This may be said of them as truly as it may be said of the graduates of West Point."

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Miss Laura M. Orvis, Instructor in French, and Secretary.

The attendance of the school for the year 1999-1900, was as follows:

Senior Class	51
Middle Class	53
Junior Class	
Eighth GradeSpecial pupils	21
Special pupits	
Total	279

Very respectfully,

HENRY H. BELFIELD,

Director.

SPECIAL REPORTS OF COUNTY SUPERINTENDENTS OF SCHOOLS.

These reports were furnished in response to my "Circular 21," which was as follows:

August 10, 1900.

To the County Superintendents of Illinois:

In accordance with the second clause of Section 5, Article 1 of the School Law, I have the honor to request you to furnish, not later than September 10, 1900, a special report to be included in the Twenty-third Biennial Report of this Department. Please let the report include answers to the following questions, and such other matter relating to the schools in your county as you may believe to be of special interest.

- 1. Has your county a permanent county teachers' association? If so, how often does it hold regular meetings?
- 2. What proportion of your teachers do all, or part of the State Teachers' Reading Circle work, or its equivalent?
- 3. To what extent are your teachers encouraging the Pupils' Reading Circle work, or its equivalent?
- 4. What success has attended your efforts to assemble the school officers of your county for conference?
- 5. How many school houses in your county are unsanitary, or otherwise unsuited to their purpose?
- 6. How many school grounds without trees? Do you encourage Arbor Day? If not, why not?
- 7. What, if anything, are your teachers doing in the way of school room decoration? How many well furnished, tastefully decorated, and perfectly comfortable school rooms are there in your county?
- 8. How many districts in your county find it difficult, or impossible, to maintain school six months as required by law, with the limit of taxation at 212 per cent?
 - 9. How many of your schools are still without libraries?
- 10. How many schools in your county enrolled fewer than ten pupils last year? How many fewer than five? (Do not overlook this question. If you cannot answer it exactly, give the closest approximation you can, taking care to keep within the truth.)
- 11. Do you believe that the work of the county institutes could be materially improved by a conference of institute instructors?
- 12. If so, do you favor such a conference next year, say the fourth week in June? Do you favor it enough to hold that week open for that purpose?

ADAMS.-A. R. SMITH.

I will try and answer questions of circular, but I am afraid much of it will be poorly guessed at.

- 1. We have a permanent tri-county association that meets once a year.
- 2. About 75 per cent last year.
- 3. Not doing much with it.
- 4. I have not tried to assemble them, but former superintendents were not very successful in getting a good meeting.
- 5. Most all school houses are fairly well ventilated. We need about twenty new buildings.
- 6. I judge that twenty-five buildings have no trees planted around them. I have not been encouraging the planting of trees on Arbor Day. I have no reason to give, only so many things to do and new in office. I hope to be able to have trees planted in every school yard.
- 7. We have many comfortable school rooms, but little attention is given to decorations.
- 8. By hiring cheap teachers we are able to have six months school in all of our districts, but many of our districts would have eight months and pay better wages if the rate were higher so they could have more money.
- 9. One hundred and fifty at least are without libraries. Nothing of any importance has been done in former years toward getting libraries. I started the work last year, but the result was poor, but I think that if we have time enough, or live long enough, we will be able to stir the people up so that they will take hold and succeed in putting a library in every school.
 - 10. Six with fewer than ten scholars. Two with fewer than five scholars.
 - 11. Yes, I do.
 - 12. Yes, I will.

ALEXANDER.—MRS. P. A. TAYLOR.

I herewith beg to submit the following in response to Circular 21:

- 1. This county has a permanent County Teachers' Association. Meetings are held monthly throughout the school year.
- 2. Seventy-five per cent of the teachers are doing work equivalent to State Teachers' Reading Circle.
- 3. We make a point to add the Pupils' Reading Circle books to our libraries, as they are established, and hope to have them in a greater number of our schools this year.
- 4. Very poor, they take to the woods, figuratively speaking, whenever the subject is broached. It is a problem I should like to have assistance in solving.
- 5. All outside of Cairo would probably be considered unsanitary as to ventilation and heating, otherwise comfortable as country schoolhouses usually are.
- 6. All school grounds in Cairo have trees and three-fourths of the usual school grounds are adorned with native trees, and am in hopes some tree planting will be done this year where needed.

Arbor Day, appointed by the Governor, is too late for tree planting in this section of the State.

- 7. We have a special decoration day when parents are invited to help beautify the school rooms, and generally the teachers are doing what they can to make the school an attractive place.
- 8. Every district in this county maintained a six-months school last year, as required by law, with the limit of taxation 2¹2 per cent.

- 9. There are twenty-nine schools without libraries, but shall work to have that number materially reduced this year.
 - 10. Not a school in this county enrolls fewer than ten pupils.
- 11. The work of the county institutes might be very much improved by a conference of institute instructors.
 - 12. I will hold the fourth week in June next year for that purpose.

BOND-W. T. HARLAN.

Below you will find answers to questions on enclosed circular which was received from you after I had sent in my annual report. The answers are numbered according to the questions on circular.

- 1. Our county has a permanent Teachers' Association and holds meetings quarterly.
- 2. About seventy-five per cent of the teachers do the Reading Circle work or its equivalent.
- 3. Fifty-eight districts have libraries but none of the pupils do the Reading Circle work.
- 4. I have made no effort to have the school officers assemble, but see most every one of them several times during the year.
- 5. None are unsanitary, although some three or four are not in as good shape as might be.
- 6. Probably eight or ten are without trees of any size, but most every school yard has trees which are small. I encourage Arbor Day.
- 7. All school rooms are decorated more or less, and about seventy-five percent of the rooms are nicely decorated by teachers and pupils.
- 8. None of the districts find it difficult to maintain school six months, but some are unable to hold school eight months.
 - 9. About 18 or 19 of the districts are yet without libraries.
- 10. One school enrolled fewer than ten pupils last year. None enrolled fewer than five.
 - 11. I do.
- 12. I do favor it enough to hold the fourth week in June open for this meeting.

BOONE-L. R. FITZER.

In response to your circular, I submit the following special report:

Nearly half of the teachers of Boone county do all or a part of the State Teachers' Reading Circle work or its equivalent. The Pupils' Reading Circle work has never been very extensively pushed in this county in a systematic manner, though a large number of children do a part of the prescribed reading each year.

There are very few of our country school houses that have any special provision for ventilation. Otherwise, they are all, with perhaps three or four exceptions, comfortable and reasonably well suited to their purpose. There are eight or ten that are not very desirable, but have recently been repaired so as to be comfortable. The school buildings in the towns and villages are all in good condition, five new ones having been built during the past four years. In many respects these are model buildings. As near as I can recall, I think there are eight or ten school grounds with no trees at all and about eighteen or twenty more with a few small trees recently planted, but not large enough to afford any shade. I have encouraged Arbor Day observance. For the past few years, our teachers have been quite active in school room decoration. A large number of pictures have been procured, and the best ones have been framed, and many others, such as the Perry pictures, have been mounted on card board and hung up. As near as I can estimate, I think there are about half of our school rooms that may be considered as well furnished, tastily decorated and perfectly comfortable.

I do not know of any districts in this county that find it difficult to maintain school six months with the present limit of taxation.

I believe there are twenty-nine schools still without libraries.

There were six schools in this county that enrolled fewer than ten pupils each during the past year, but I believe there were none with less than five.

Brown-James O. Briggs.

In answer to your circular No. 21, I respectfully submit the following:

- 1. No.
- 2. None. as far as I have known, are taking the State Teacher's Reading Circle Work. About one-third of them are taking its equivalent.
 - 3. Some are doing that, but I am not prepared to state how many.
 - 4. Nothing of the kind has been attempted.
- 5. Most of the school houses in our county are in good condition. There may be as many as five that are unsanitary or unsuited to their purpose.
 - 6. Most of the school grounds have trees. I encourage Arbor Day.
- 7. Quite a number of my teachers take pride in decorating the school room while others do not seem to give it a thought. "Well furnished, tastefully decorated and perfectly comfortable school rooms" are hard to find in this county.
 - 8. None.
- 9. About seventy-five per cent of my school houses are without libraries. Many teachers are going to put libraries in their schools this year. I deem this a very important matter, and will urge my teachers to see that libraries are placed in the school houses.
- 10. The lowest enrollment of any school in this county does not fall below twelve.
 - 11. Yes.
 - 12. Yes.

BUREAU-CLAUDE BROWN.

During the past year, there has been a marked increase in teachers' salaries in Bureau county.

With the limit of taxation at two and one-half per cent, every school in Bureau county can be maintained six months.

Much is being done in the way of improving the school houses.

The observance of Arbor Day is encouraged, and I am glad to report that there are very few treeless school grounds. The teachers are interested in school room decoration. The majority of our school rooms are well furnished, tastefully decorated, and comfortable.

Bureau county has no permanent county teachers' association.

I think that I am safe in saying that seventy-five per cent of our teachers are doing the State Teachers' Reading Circle work, or its equivalent. The Pupils' Reading Circle work is being encouraged everywhere, and with gratifying results.

More than fifty per cent of our schools have libraries.

Not to exceed ten schools enrolled fewer than ten pupils last year.

Our summer institute is an important factor in our educational system, and is inspiring and beneficial to our teachers.

I believe the work of the county institutes could be improved by a conference of institute instructors.

CALHOUN-CHAS. H. LAMAR.

In answer to your circular 21 of 10th, will say:

- 1. We have a permanent county teachers' association that meets every month during school term.
- 2. 60 per cent of my teachers took the State Teachers' Reading Circle work last year.
- 3. The manager of the Pupils' Reading Circle states that Calhoun purchased more books according to size of county than any other county in Illinois. About 500 pupils were members last year.
 - 4. I have failed so far in getting school officers together for conference.
 - 5. None.
 - 6. 75 per cent of the schools. Yes.
- 7. Thirty of my 41 school rooms are good, and adapted to the school and are well furnished, decorated, etc.
 - 8. None.
 - 9. Nineteen.
 - 10. One school enrolled only 1 pupil.
 - 11. I think so.
 - 12. Yes.

CARROLL-JOHN HAY.

- 1. Carroll county has a permanent county teachers' association. Four meetings are held each year.
- 2. Sixty per cent of our teachers have done the most of the Teachers' Reading Circle or its equivalent during the past year.
- 3. Very few of our schools are doing the work of the Pupils' Reading Circle as outlined. Selections from the catalogue are frequently made for additions to school libraries and in this way many of the books are finding a place in our schools.
 - 4. No conference of school officers has ever been held in this county.
- 5. With the exception of a few old buildings that, in severe cold weather, cannot be kept as comfortable as they should be, our school houses are sanitary and reasonably well adapted for the purposes for which they are intended.
- 6. The observation of Arbor Day is encouraged and appropriate exercises, including the planting of trees, shrubs and flowers are carried out by many of our schools. Few of our school yards, possibly not more than ten in the county are without trees.
- 7. School room decoration is receiving the attention of many of our teachers and pupils.

- 8. In 58 of the 103 districts in our county the rate of taxation last year did not exceed 1 per cent; in 26 it ranged from 1 to 1½ per cent; in 14 from 1½ to 2, and exceeded 2 per cent in 5 districts. The rate for school purposes was less than 2½ per cent in every district in the county. The highest rates are paid in districts that sustain graded schools.
 - 9. Twenty-five schools are without library books.
- 10. Four schools enrolled fewer than ten pupils last year; the smallest number enrolled in any school was six.
- 11 and 12. I favor a conference of institute instructors, and would attend such a meeting if held during the last week in June.

CASS-ALBERT E. HINNERS.

In answer to the questions in your circular No. 21, date August 10, 1900, I submit the following:

- 1. We have a permanent county teachers' association which holds meetings three times each year.
- 2. Ninety per cent of Cass county teachers read the books as sent out by the Illinois Teachers' Reading Circle.
- 3. So far the teachers of Cass county have given little or no encouragement to the Pupils' Reading Circle work as proposed by the committee.
- 4. I have never issued a call for a convention of school officers only, but school officers attend our teachers' meetings, where they are given a place on the program.
- 5. I should judge that about twelve school houses or 15 per cent are unsanitary, and unsuited to their purpose.
- 6. Nearly all of our school grounds are supplied with trees. We do encourage Arbor Day.
- 7. Very near all of our school rooms have some decoration in the way of pictures or flags. I should say that 75 per cent of our school rooms are fairly well furnished, decorated and comfortable.
 - 8. About four districts find it difficult to maintain six mouths' school.
 - 9. About half of our schools have no libraries.
 - 10. No school enrolled less than ten pupils.
- 11. I think the work of county institutes could be much improved by a conference of institute instructors.
- 12. I do favor such a conference and would try to arrange to attend, and also set our county institute at such other date as to not conflict with it.

CHAMPAIGN-GEORGE R. SHAWHAN.

I hereby endeavor to answer your questions in Circular No. 21, as a special report. I omit the questions, but give answers in order.

1. Yes. The regular meeting of our county association is on the third Saturday in each month.

- 2. From 100 to 150, or one-fourth to one-third. I hardly know what would be considered an equivalent for the reading circle work, but quite a large number attend summer schools and forty-two attended Saturday classes at the University of Illinois last year. Quite a number study all the year to advance themselves; some on the line of first-grade certificate work, and some for State certificates.
- 3. About nine tenths of our teachers are encouraging the children to read good books. The books are obtained from city libraries, the county library in the superintendent's office, and the school libraries. Many buy either the entire set of the Pupils' Reading Circle books for the year, or selections from the set. All teachers who have pupils for the Central examination provide in some way the reading required for that. This year we will read "The Making of Illinois," by Mather, and one other book to be selected by the pupil and teacher and parents.
- 4. My success has not been very great in securing a large attendance of directors. Many tell how much they would like to attend such meetings, but say they can not. The oats threshing is going on all over the county at the time our institute is held. So many men and teams are required to keep these mammoth threshers going that every man in miles of the place where it is at work is drafted into its service. In addition to his own work, each farmer must follow a machine for days helping his neighbors, or he can get no help when the thresher reaches his fields. If a thresher gets into a township it keeps every man busy. These are the reasons given me by directors for not attending the meetings.
- 5. None, I think. All are in fairly good condition; about as good as one-room houses can be made now.
- 6. I judge about one-fourth of our grounds have no trees. Lots are small and space is needed. I have not said nor done much about Arbor Day, because many other matters take up time and attention. A large majority have trees, and some more than enough. Usually the time has not been fixed sufficiently early to get word out to the schools.
- 7. I do not know what other persons would consider as a "well-furnished, tastefully decorated and perfectly comfortable school-room." All our school houses are in good condition, many well papered and very few teachers fail to put up pictures, though this is commonly done later in the fall. In the coldest weather, especially if a high wind is blowing, few of the one-room houses are comfortably warm. In the winter furnaces in the basement or cellar, with some plan for ventilating, are badly needed. The stove in the center of the room is a great nuisance and failure.
- 8. I do not know of any districts now unable to raise sufficient funds. Since the law was changed allowing directors to levy 2¹2 per cent for educational parposes I have heard no complaints. If the villages and small towns continue to increase in population some of them with small territory may be troubled.
- 9. The trustees' reports sent in this summer indicate about 100 are yet without libraries. I do not believe this can possibly be true. I think many directors, clerks, fail to walk the mile to the school-house to count the volumes, or forget it in the hurry of work. In visiting I find small libraries in nearly every school. The libraries and the number of books can not be known accurately, nor can they be preserved until the teacher is required by law to make a report at the time he files his schedules. A torm for the purpose could be provided on the schedule and the clerk would then have the material for making his report. This could be made to include other apparatus and property and would tend to its preservation.
- 10. I have found nine (9) schools in the past year with an enrollment less than ten. I found none less than five.
- Il. I think a conference of county institute organizers and conductors would be exceedingly beneficial. This is needed, probably, more than a conference of institute instructors. If the institute be properly organized, for a proper purpose, the instructors would meet the situation.

12. Indeed I do, and will do my best to attend such a conference should one be held the fourth week in June 1901, as suggested. But to be of the greatest value to next year's institutes a preliminary conference should be held sooner; at least as early as the holidays. It might be well to have a typical institute held.

CHRISTIAN-EDITH WITMER-VOLLINTINE.

In reply to Circular No. 21, I will answer as follows:

- 1. Yes. Meets once a year. Time, Friday and Saturday following Thanksgiving. Also, each township has teachers' monthly meetings during school year.
 - 2. About one-half.
 - 3. None.
 - 4. Not flattering; hope for better results this year.
 - 5. About one-half of the country schools need attention at once.
 - 6. a. About one-fourth. b. Try to.
 - 7. a. All make some attempt. b. About one-fourth.
 - 8. None.
 - 9. Nearly all have made attempts.
 - 10. a. None. b. None.
 - 11. Yes.
 - 12. a. Yes. b. Yes.

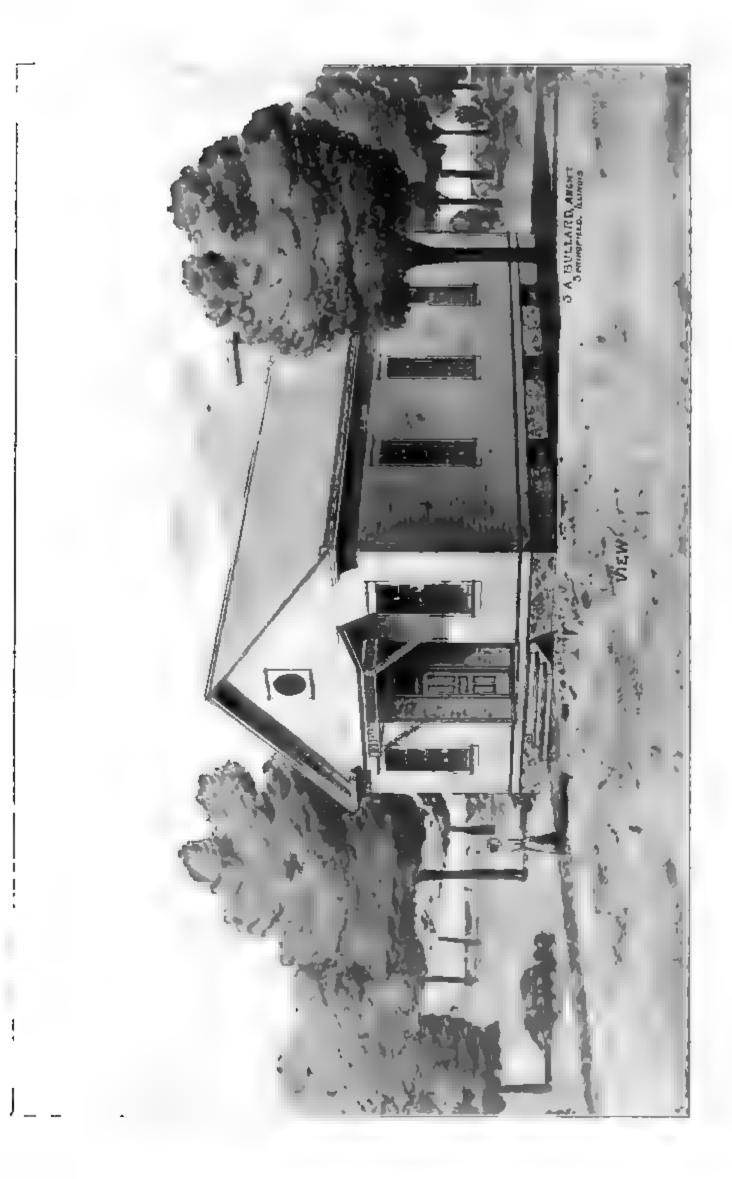
I have answered the above to the best of my ability.

CLARK-J. D. SHOEMAKER.

- 1. Our county has a permanent county teachers' association which holds two sessions each year. The county is divided into five sections and each of these sections holds monthly meetings.
- 2. While our teachers do not enroll in the State Teachers' Reading Circle work, at least 75 per cent of them do the work or its equivalent.
- 3. There has been but very little done with the Pupils' Reading Circle work for several years.
- 4. We have not yet called the school officers together for conference, but have been unsuccessful in securing their attendance at our teachers' meetings.
- 5. I believe at least fifty of our school houses are unsanitary or unsuited to school purposes.
- 6. About fifteen of our school grounds are without trees. I have insisted on the observance of Arbor Day, and as a result, a great many trees have been planted.
- 7. There are very few tastefully decorated and perfectly comfortable school rooms in our county.
- 8. Two or three of our schools are obliged to levy more than 2¹2 per cent in order to have school six months.
 - 9. Very few of our schools have good libraries.
 - 10. None of our schools enrolled fewer than ten pupils last year.
- 11. I believe the county institutes would be benefited by a conference of institute instructors.
- 12. I am in favor of a conference next year and will hold the fourth week in June open for that purpose.

We have established a county teachers' library in this county and expect to have the teachers do a systematic course of reading. We also hope to reach a great many of the pupils and by this means revive the district library throughout the county.

V/ Y



CLAY-DONALD A. McQUEEN.

I am in receipt of your circular asking for special report. As it did not reach me till after the date designated for reply, I make as speedy an answer as possible.

- 1. County Organization—No. We are poorly organized in all lines. Few permanent lines seem to have been established upon which to base organized effort to extend year after year. I inaugurated the classification system last year with central and final examinations, and expect this to lead logically to complete union of effort.
- 2. R. C. Work—About one-third last year. This year a few bought the books but the majority will secure them through one of the club offers (Self Culture) and a Teachers' Library Plan which enrolls considerably over one-third. I think therefore that at least one third will read the books this year.
- 3. I admit that we are doing nothing with the Pupils' Reading Circle Work. But a large number of schools have libraries, and every year new ones are started and more books added to the ones already in force. We are making a special work in the line of pupils' libraries.
- 4. We had one meeting last year which was fairly well attended. We considered only one question then, viz: The introduction of a uniform series of texts, which was successfully done. I have called a meeting for September 29, which I think will be well attended. It is to discuss the very questions which you propound that I call them together. I have not collaborated my data on the succeeding questions, but will approximate as well as I can and later will submit more accurate replies.
- 5. Unsanitary houses counting all causes are about 10 or 15. Some of these are not very bad, but something should be done. There are 98 districts.
- 6. Trees—Ours is a wooded country and the most of the schools are fairly well shaded. Some are in the heart of the woods, perhaps half dozen are in bad location. Arbor Day is observed to some extent. I have made no recommendations, because there are so many things which in this section seem more urgent. There is an abundance of shade all over the county.
- 7. School Decoration—This year we discussed this point at the Institute, and I urged attention to that matter, and advised a careful study as to tasty decoration. Much of what has been done has been untrained and of little value. Very few have been without any attempt, a good proportion are very satisfactory and comfortable in every essential respect. I expect to watch this and take careful note this year.
- 8. Tax Limit—That is a point I wished to see the directors about. There are at least three or four which are not able to do it satisfactorily. One is a two-room country school. Last year they had six months in the primary room and five in the advanced. I approved of the move, as I could see nothing better. There are many schools which are not able to pay wages above from \$30 to \$35 per month. Of course this runs a school, but what of the class of teachers?
 - 9. Perhaps one-half are without libraries.
- 10. Small Enrollment—One less than 10 pupils—(German Catholic, just three Amercian children make the school). Five or more in the neighborhood of 15 pupils. We have very few schools that are abnormally small. The majority range from 20 to 35.
- 11. Institute Instructors—I doubt it. I will not venture a decided opinion. The average institute instructor has a box full of trinkets which he is going to show if the whole world stops. "They mean well," but I am afraid a week's conference would do no more to make them forsake the error of their 'sot' ways, than the training school does to make teachers out of every one who goes to them.

12. Conference—Upon the whole I would like to see it tried. Would not three days do better? All could afford that much time better than a week, hence the irregular attendance would be avoided, and interest could be more vitally sustained. I will plan to be there, subject to the unavoidable.

Trusting that this is satisfactory, I will only add, that we are working up to (1), and this year are making a special point of 4, 5, 7, 8, 9, and expect to gather accurate statistics this year and improve all these lines. Will send you my bulletin when published.

CLINTON-WILLIAM JOHNSON.

Replying to Circular No. 21:

- 1. We have a permanent county teachers' association. Every two months.
- 2. About one-half.
- 3. We have libraries in most of the schools.
- 4. None.
- 5. School houses are in good shape.
- 6. None.
- 7. All do some decoration. About fifty.
- 8. Not one. We are financially in pretty good shape.
- 9. 53.
- 10. Two.
- 11. No.
- 12. No.

COLES-JOHN H. SAWYER.

- 1. We have one in name. We have tried to get the organization in better shape, but have failed so far. This year we have set twelve meetings in which I and one of the Normal faculty will be present; and each township is required to have not less than four meetings during the year.
- 2. We had thirty seven enrolled last year who took the reading circle work. Teachers in Mattoon and Charleston chose other work.
- 3. Our wide-awake teachers encourage the Pupils' Reading Circle work, but the most do not encourage it.
- 4. I tried to have all the boards meet one day during our institute, but had only one board present.
 - 5. Three, I consider unfit for school use.
- 6. I encourage Arbor Day. I do not know the number without trees, but would say 20 or more.
- 7. But few of our school houses are well decorated, and about five are tastefully decorated. The majority are comfortable.
- 8. I have heard of none. All have not understood the law, but this year they are hiring for six and eight months.
- 9. Many of our schools have had libraries but through countless handling have allowed them to be lost.
 - 10. Two; none.
 - 11. Yes.
 - 12. Yes. (a) Yes.

COOK-ORVILLE T. BRIGHT.

Answering your circular of August 10th 1 send you the following answers to questions printed therein:

1. This county has a permanent County Teachers' Association which meets monthly, from October to May, inclusive. Two sessions are held, a general session in the forenoon for all county teachers, and in the afternoon a special for teachers of ungraded schools. The length of each session is two hours.

- 2. I think that 85 per cent of our teachers do the equivalent of the Teachers' Reading Circle work. No special effort has been made to secure the reading of the books adopted by the reading circle.
- 3. No effort has been made to adopt the Pupils' Reading Circle work, but nearly all of the books which are now or have been upon the reading circle list are in very many of our schools. Our work has been in the line of securing school libraries and this especially in the country schools.
- 4. I have never attempted to assemble the school officers of Cook county for conference.
- 5. The answer to this question will depend upon the sense attached to the word "unsanitary." There are about 125 schools in which the pupils are ungraded, that is single room schools. I should say if ventilation is taken into account all but one or two or three are unsanitary. Because no effort whatever has been made in the building of these schoolhouses to secure fresh air. The two or three-room schools are somewhat better, about one-third of them being fairly well ventilated. Of the larger school buildings about one-third are well ventilated, the second third fairly well and the other third little or no ventilation.
- 6. Taking the question to mean without trees affording adequate shade, or which may in time afford adequate shade, I should say that 80 per cent of the school grounds are without trees. We do encourage Arbor Day and urge the planting of trees every year.
- 7. A great deal has been done in this county in the way of schoolroom decoration, in fact so much has been done during the last year that I can give no definite answer to the question. There are very few teachers in this county not interested in this subject, and I expect the coming year to be one of great activity. As to the last part of the question, how many well furnished, tastefully decorated and perfectly comfortable schoolhouses there are in the county, it all depends upon the standard which one sets up and his standard will depend upon his education in these directions. Of the country schools in the county, if ventilation is taken into account, not one fills the bill. Among the graded schools I think there are about one hundred that would comply with the requirements of the question.
 - 8. There are none.
 - 9. About 50 per cent of the schools are still without libraries.
 - 10. Only one school had fewer than ten. This one had eight.
- 11 and 12. I believe that a conference of institute instructors might be of benefit, provided that all or nearly all could be induced to attend it. I think, however, that such a conference should be earlier than the fourth week in June, as most of the graded schools in the northern part of the State close that week. I should, however, be willing to hold that week or any other open for that purpose.

CRAWFORD—E. L. DOUGLAS.

- 1. Yes and meet twice a year.
- 2. Eighty per cent.
- 3. But very few doing Pupils' Reading Circle work.
- 4. Good.
- 5. Fifteen per cent.
- 6. (a) One hundred districts, 50 per cent shaded. (b) Yes.
- 7. But very little done in school room decoration.
- 8. None.
- 9. Eighty per cent.
- 10. I think we have none that enroll less than ten. We have four or five that enroll ten or fifteen.
 - 11. Yes. We could get more uniform work.
 - 12. Yes.

CUMBERLAND-J. F. GRISAMORE.

Following are the answers to questions on circular 21.

- 1. It has. Two or three times a year.
- 2. Three-fourths.
- 3. Very little.
- 4. We will have our first meeting next week.
- 5. Eight.
- 6. Twenty-five. Yes.
- 7. Some are placing in valuable pictures. About twenty.
- 8. None.
- 9. About three-fourths.
- 10. None. None.
- 11. I do.
- 12. Yes, I do.

DEKALB-L. M. GROSS.

Replying to circular 21 issued from the department of Public Instruction, I would respectfully submit the following report:

- 1. Our county has a permanent association and it holds four meetings annually.
 - 2. Four-fifths of all the teachers.
- 3. There are about six Pupils' Reading Circles in our county, but many are doing work which is equivalent.
- 4. Excellent. Prof. Freeman assisted us on two occasions, Prof. Felmley once, Prof. McCormick once, and Hon. Henry Raab once.
 - 5. Twenty-three.
 - 6. (a) Thirty. (b) I do, and have obtained excellent results.
 - 7. (a) Nearly all are doing something. (b) About 100.
 - 8. Three.
 - 9. Twenty-four.
 - 10. (a) Twenty-one. (b) Twelve.
 - 11. I do, most decidedly.
 - 12. (a) Yes. (b) Certainly.

DEWITT-MRS. HATTIE P. WILSON.

In reply to circular No. 21:

- 1. We have no county organization in DeWitt county, although we always have a teachers' meeting of two days in mid-winter. This year we will have two meetings of two days each. One at Farmer City, the other at the county seat, Clinton. These meetings are attended by at least 98 per cent of the teachers in the county.
- 2. The State Reading Circle work has been very unsuccessful, the roads get so bad in the winter it makes it next to impossible to hold local circles in the different townships. While a great many read the books they do not enroll as members. I can safely say that 75 per cent of our teachers do work equivalent to the books in the circle.
- 3. The Pupils' Reading Circle is not encouraged as much as it should be although the majority of the books will be found in the most of the school libraries.

- 4. My efforts in getting the school officers together have not been very successful. I always set aside a place in our mid-winter program for school directors and have some one to address them, but find only a limited number present. However, each meeting shows an increase.
- 5. We have twenty-five school houses in the county unfit for the children to attend. We have made a wonderful amount of improvements during this summer in the cleaning of the school houses and grounds.
- 6. We have very few school grounds without trees, some are very small but most of the schools have some shade. The schools do not celebrate Arbor Day as it comes at a time when a great many of them are having their spring vacation. I try to have them plant trees and flowers any time that they can. My greatest success has been with the directors, they have provided most of the trees.
- 7. The teachers are, most of them, decorating their school rooms. In some cases it is over done. The beauty is marred by over-doing. "The well furnished, tastefully decorated and perfectly comfortable school rooms" are very few and to be strictly honest they are limited to the city schools.
- 8. Only two districts find it difficult to maintain a six months' term with the limit of 2^{1} 2 per cent taxation.
- 9. About one-fifth of our schools are without any library. We hope to make a start for one in every school this year.
- 10. I think not more than ten schools enrolled ten or less pupils last year and not more than three enrolled as few as five.
- 11. I (do) believe that the work of the county institute could be materially benefited by a conference of institute instructors and think the earlier the work begins along this line the better and will do my best to plan my work so as to devote the fourth week in June for that purpose.

Lastly, the work in the country schools is very much improved, a new interest seems awakened and the demand for good teachers has greatly increased. Fifteen per cent of the graduates from the eighth year work enter the city high schools, some try to do ninth year work in the home schools but they make very little progress as they cannot have the attention they should have when all the grades are represented.

Douglas-Miss Blanche Caraway.

In reply to your Circular 21.

- 1. Douglas county has no permanent county teachers' association. In 1898 we joined an association composed of Edgar, Coles and Douglas counties. This holds a day and a half or two days' session each November. This meeting was held in Tuscola last fall and attended by practically all of our teachers. This organization commands talent we could not afford.
 - 2. Last year fifty of our 130 teachers.
 - 3. Fully 40 per cent.
 - 4. Poor.
 - 5. Four (4).
 - 6. Perhaps 20 per cent. Arbor Day is encouraged.
- 7. a. Use of pictures. Perry pictures or their equivalent used where larger ones can not be procured. Practically every school room has some decoration. b. Fully 50 per cent are well furnished and tastefully decorated. A small per cent perfectly comfortable, either ventilation or heating defective.
 - 8. None.
- 9. Thirty, according to trustees' report for 1900. I am sure the number should be smaller.
- 10. Two enrolled less than ten last year. One of these I am told, not officially, is to be discontinued this year.

- 11. That is my opinion.
- 12. I hold the office of county superintendent only until next December, so this question I cannot answer.

I feel convinced this fall's organization of Teachers' Reading Circle will show a larger enrollment. It had slipped my mind that September 10 was our day to have reports in, and hoped to be able to report this year's circles. It is too early to do so, as yet. These circles usually complete their organization after the schools are well started.

DUPAGE-ROYAL T. MORGAN.

I have the honor to submit the following report in answer to Circular 21:

DuPage county has a permanent teachers' association. It holds on an average five meetings during the year, is well attended and is very helpful to the teachers.

Most of the teachers in this county do all or most of the "State Reading Circle Work" or its equivalent, in fact, they are as a rule doing more professional reading than is required by the circle.

The teachers generally are very earnest in securing books in their schools and are using book receptions, entertainments and solicitations of money from friends interested in the children to procure books. My constant advise to them is to secure the Pupils' Reading Circle books, as they are recommended by a committee professionally capable of judging the pupils' needs.

School officers meetings separate from the Teachers' Institute, so far, we have not been able to organize, but there has been a very large response upon their part to visit the Teachers' Institute in the summer and the Farmers' and Teachers' Institute held in the winter. The rural directors are much interested in the schools through the exhibits made by their pupils, and the active interest taken in school matters by all members of our honorable board of supervisors.

Most of the school buildings in this county are old (I refer to the rural schools), but are usually in good repair. There are five or six school houses that ought to be replaced by new ones. Generally speaking, the site of the school house in the county is sanitary.

So far as I can recall, there are not more than four or five school grounds in the county without trees. I always urge teachers by all means to hold Arbor Day and Bird Day exercises.

Most of the teachers in both graded and rural schools show a deep interest in the matter of school room decorations. We have had Miss Hutchins of Cook County Superintendent's office with us for lectures upon the subject. The matter has also been taken up in institute work by Assistant County Superintendent of Cook county, Mr. Farr. These addresses and exercises have created an earnest desire in the hearts of the teachers to take hold of school room decoration thoroughly and systematically. What they need is a thoroughly reliable book upon school sanitation and decoration. There is a zeal without knowledge. It is to be hoped that the book you so earnestly endorsed at our Chicago meeting may be put upon the Teacher's Reading Circle the coming year. A great majority of the schools are well furnished, some of them elegantly decorated and most of them are comfortable school rooms. We are constantly working for better results and shall hope to see not only the school room, but the school grounds also well decorated and cared for. I refer to trees, shrubbery and the culture of flowers such as can be grown in our climate.

All of the schools in this county could maintain a six months' school upon the 2¹2 per cent basis of taxation. It is, however, difficult for our high and graded schools in towns to carry an adequate nine or ten months school upon that basis of taxation.

Nearly all of our schools have a nucleus of a library. Many of them are working toward a better class of books for the pupils, yet, it would be a great source of gratification to many of our people if our honorable State Legislature would set apart a stated fund for the school library in every district

Three schools, so far as I remember, had fewer than ten pupils last year. One school fewer than five. These schools are in the region of private schools and vary much during different years in the enrollment of pupils.

I do most heartily believe in well directed conferences of institute instructors. I will do all in my power to hold the last week in June open for that purpose.

Office of the County Superintendent of Schools. DuPage County, Illinois.

ESTERMED TEACHER:—The enclosed circulars explain themselves. You are so deeply interested in the welfare of your pupils that you will hail with pleasure this opportunity to secure the "pupils' library" for your school. Let me urge you that the responsibility of getting these valuable books, rests in a great measure with you. If your school board sees that you are in earnest in this good cause, that the books will be read and cared for, you will find it ready to cooperate with you in the noble work of cultivating in the minds of the children a taste for the best literature.

A blank will be sent you in the near future asking your success in securing members for the "Pupil's Reading Circle"; also calling for your progress in your "Teachers' Reading Circle" work for the past year.

Cordially yours,

R. T. MORGAN.

EDGAR—GEORGE H. GORDON.

As to the progress of the schools in Edgar county during the past four years I can say that the advancement made has given satisfaction to all who are interested in our schools. It has been my constant aim to classify all the rural and village schools with reference to the State course of study. My idea is to grade the county and village schools to meet the demands of the town school, and the town school which may not have a full high school course arrange its classification to harmonize with the city high school. Thus starting the pupils in the rural schools on a direct line to the university of our State. I find that this plan gives system to our work and shows the country pupil that there is something to be gained in making an effort even in the country school. A county diploma admits the pupil to the high school without examination. It is a matter of no small importance to know that these pupils, in the rural schools, who complete the work as given in the State course are not inferior in scholarship to those who have passed through the grades in the city schools.

- 1. We have a permanent county teachers' association. A meeting is held each year, the last Friday and Saturday of March. Also a meeting is always called at the time of the Annual Institute. A county president and secretary are elected for one year. The township institutes and Teachers' Reading Circle work belong to the work of this association.
- 2. The past year 142 teachers have taken the State Reading Circle work or its equivalent. A good sentiment now exists in cur county for this work.
- 3. The Pupils' Reading Circle work has not flourished as it should, but our teachers are awakening to the importance of securing good reading for their schools.
 - 4. We have never tried to assemble the school officers for a conference.
- 5. I do not think we have any unsanitary school houses, but we have houses that are too small and inconvenient and should be replaced by new ones. Within the past four years there have been built ten new school houses with modern conveniences. The style of architecture being considered—with light

from rear and one side only, with perfect ventilation by means of ventilating flue or chimney and heat by means of heater in corner of the room or furnace in basement below. In fact the same light, heat and ventilation is secured in the one room as is found in any of the modern city buildings. These houses cost but little more than one of the old kind and are giving entire satisfaction.

- 6. We have not many school grounds without some trees, but there is much room for improvement. I encourage Arbor Day.
- 7. Many of our teachers give attention to decoration. I think that one-half, at least, of our school rooms are comfortable and well furnished.
 - 8. None.
 - 9. At least three-fourths of them.
 - 10. I think about 4 enrolled less than ten, and two less than five.
- 11. I think the success of the county institute largely depends upon the conductor. The needs of all counties are not similar. A county superintendent should know his teachers and what is the best instruction for them. I do not believe that one plan of instruction would apply to all counties. Yet I favor a conference.
 - 12. Should you hold a conference I shall attend.

EDWARDS-FRANK COLES, JR.

In reply to your circular of August 10th, I have the honor to submit the following answers to your questions:

- 1. Edwards county has a permanent county teachers' association and holds regular meetings about every two months during the school term.
- 2. About 25 per cent of the teachers do all of the State Teachers' Reading Circle work, and about 75 per cent of the teachers do part of the work. Other professional work is done by the teachers during the year.
- 3. Our teachers have been doing a noble work in assisting the schools to secure libraries the past year. The number of books has increased 120 per cent within a year, and most of these books have been carefully selected to suit the needs of the children. Many schools are now arranging to add more books the coming year.
 - 4. No general meeting of school officers has as yet been held.
- 5. Not to exceed 10 per cent of the school houses in this county are unsuited for school purposes or are what would be termed unsanitary.
- 6. There are twelve school grounds in this county having no trees near the school house. Many school boards have planted trees about their school houses during the past year. We hope to have every house surrounded with trees before we let up on the agitation.
- 7. A large number of teachers are studying the question of school-room decoration, and many of the schools are becoming very tastefully decorated. There are at least two-thirds of the schools of this county that are neat, well painted and in good general condition, while perhaps the remainder need papering, painting, and a general cleaning up. I find that school boards are very negligent about taking care of the school buildings during the summer, many times allowing the doors and windows to remain open when school is not in session. On the whole I regard the great majority of school houses in good general condition, and to be perfectly comfortable.
- 8. There are three districts that find it almost impossible to have a sixmonths' term and pay respectable salaries to their teachers and keep within the limit, two and one half $(2^{1}2)$ per cent. These are village schools where the population is increasing faster than the wealth. Some districts have almost as low a rate as one half per cent, as in some rural schools where the well-to do farmers have moved into the towns in order to secure better schooling for their children. I think there should be some better way of collecting and distributing money collected for school purposes, that would meet this difficulty. I know of some districts that have an assessed valuation of

- \$50,000, and only require \$250 to maintain their schools, while other districts having an assessed valuation of the same amount will require over \$1,200 to maintain a school that is required by law, and must then oblige teachers to teach for \$27.50 per month.
- 9. Twenty schools are yet without libraries. We expect all these to add libraries before the end of this term of school.
 - 10. No school had less than ten pupils last year.
- 11. I believe the schools could be improved by a conference of institute instructors, and believe it ought to be held.
- 12. The fourth week in June suits me and I shall hold that week open to permit the instructors who work in Edwards county to attend. If such conference is held I shall not employ any instructor who does not attend.

Effingham—Chas. L. Combs.

The following are answers to Circular 21, dated Aug. 10, 1900:

- 1. Yes. It holds five meetings during the school year.
- 2. About 90 per cent last year.
- 3. To no great extent.
- 4. I have made no efforts to assemble the school officers of this county for conference.
- 5. There are none in this county wholly unsanitary or unsuited for their purpose. There are four which are in bad condition.
- 6. 21. In a general way. I have been working for other needed improvements. I intend urging Arbor Day exercises the present school year.
- 7. There has been quite an improvement along the line of decorating the schoolhouses in this county the past few years.
 - 8. None.
 - 9. 61.
 - 10. None.
 - 11. Yes.
 - 12. Yes.

Remarks. I am in favor of a syllabus of work for institutes, to be issued from the Department of Public Instruction, prepared by a committee of State Association of County Superintendents of Illinois, for the use of conductors and instructors. The subject matter to be drawn from the course of study for the common schools of Illinois. In this way the institute work would be uniform over the State and we would have a beginning and an ending of each year's work. As it is, in many instances, the same work is gone over year after year and has no connection with the State course of study.

FAYETTE COUNTY—C. F. EASTERDAY.

A permanent County Teachers' Association, which holds two meetings each year, was organized in this county one year ago. This association is supplemented by a township organization which holds six meetings during the fall and winter. More than three-fourths of our teachers are enrolled in the State Teachers' Reading Circle. The Pupils' Reading Circle work has received only slight attention in this county up to this time, and has thus far been attempted in only a few instances. Supplementary reading is done, however, by all of the pupils of the 7th and 8th grades. A number of school libraries have been established in the county during the past year and the question is now engaging the attention of the teachers in this county.

Quite a number of school grounds are without sufficient shade trees; but at the conference of directors this year the matter will be discussed and an attempt made to remedy this mater by making the future observance of Arbor

Day more fruitful of permanent results. School room decoration receives considerable attention at the hands of our teachers and there are a large number of tastefully decorated school houses in this county.

Only one school in the county last year enrolled fewer than ten pupils. The enrollment in that school for the year was only three.

l believe a conference of institute instructors would be of material assistance, and I shall be pleased to attend such a meeting.

FORD-E. A. GARDNER.

I herewith submit the following special report in answer to the questions contained in your circular No. 21.

This county has a permanent county teachers' association. It holds regular meetings twice each year, usually in December and March. The association is managed by the teachers themselves, the officers being elected at a business meeting held some time during the annual institute. Our association meetings are well attended. The programs are furnished largely from our leading teachers, with one prominent educator from outside of the county at each meeting.

Practically all our graded teachers and about half the country teachers do the Teachers' Reading Circle work or its equivalent.

The Pupils' Reading Circle has not been pushed, and very little has been accomplished in this direction.

I have made no attempt to assemble the school officers of the county for conference.

All our graded schools, with one or two exceptions have good, modern school buildings, well adapted for their purpose, and most of the country schools are housed in good, comfortable buildings. There are about eight or ten new buildings needed in the county.

About one-fourth of the school grounds are without trees and probably half of them need more trees than are now planted. If some one who can speak authoratively, would give us some practical suggestions on the artistic arrangement of school grounds, with the proper varieties of trees and shrubs suited to different parts of the State, and how to properly care for them after they are planted, he would render a great service to the rural schools.

Our teachers have given considerable attention to school room decoration during the past two years. The Perry pictures and similar works of true art are extensively used. I think it safe to say that 75 of the 150 school rooms of of the county are well furnished, tastefully decorated, and perfectly comfortable.

There is not a single district in this county that finds any difficulty in maintaining school six months with the 2½ per cent limit of taxation. In fact, there are not over two districts that would have any difficulty in running nine months on this list.

About 70 districts are still without libraries. The library movement is well started and I expect to see a number go in this year.

Six schools had less than ten pupils last year. One had less than five.

I believe all conferences of educational workers are helpful, and would therefore favor a conference of institute instructors. But so long as there is such diversity of opinion among county superintendents as to the nature and scope of the institute, it would be almost impossible for the instructors to arrive at any definite conclusions as to the character of instruction. I favor holding such conference during the fourth week of June and would suggest that county superintendents be asked to join in this conference.

Franklin-W. S. Buntin.

- 1. It has. Quarterly.
- 2. Seventy-five per cent do its equivalent.
- 3. This year most all the teachers will encourage the Pupils' Reading Circle work, while last year not more than twenty.
 - 4. I have made but one attempt, which was almost a failure.
- 5. I regard four as being unsanitary, because they are on level land not sufficiently drained.
- 6. Seven. I find it useless to encourage Arbor Day when schools are not in session. I believe in Arbor Day, but I believe for this section it should be at an earlier date than the date for last year.
- 7. But little last year. I think considerable will be done this year. Not more than five.
- 8. Three districts are kept from securing first class teachers about one-half the time because the rate will not raise sufficient funds to secure first class teachers all the time.
 - 9. Seventy.
 - 10. None.
 - 11. I do.
 - 12. I do. I can hold three days open for the meetings.

I find the out-door buildings of this county in a deplorable condition. Also not enough attention given to wells and water.

I intend to call meetings of directors in the different townships for the purpose of discussing with them these and other important school questions.

Fulton-M. M. Cook.

Fulton county has had a permanent county teachers' association for the past five years. The teachers are permitted to elect their own officers, and to determine the time and place of the meeting of the association. These meetings, with one exception, have been held on the Friday and Saturday following Thanksgiving. The programs are arranged by the county superintendent, assisted by the officers of the association. Prominent educators are usually secured to give the principal addresses. The work partakes largely of the nature of an institute. One of the prominent features of the county association meeting is the Friday evening lecture. This is given by some person prominently identified with educational work. The subject of the lecture is usually of general interest to both teachers and patrons. A special effort is made to secure as large an attendance as possible of the school officers and patrons of the schools living in the community in which the meeting is held. Our association meetings have always been largely attended and of much interest and profit.

As an adjunct to the County Association we have sixteen local or district associations which meet monthly. These associations are directed by a local manager appointed by the county superintendent. A portion of each program is furnished by the county superintendent and is uniform throughout the county.

One of the books of the State Teachers' Reading Circle work is selected for study each year. This book is read and discussed in the local association meetings. Every teacher is required to take a written test on this book at some time during the year. Nearly all avail themselves of the opportunity given them to do this at the annual institute. The results of this work have proven highly satisfactory.

I have repeatedly urged upon the teachers the importance and value of the Pupils' Reading Circle work, but I am sorry that it has not received the attention in this county that it deserves.

Much improvement is noted in the efforts of directors in the past few years to put the old country school room in as sanitary condition as possible, considering the old type of the building still in use. The walls of many of the rooms are now neatly papered, painted or calcimined, making a marked contrast to what they formerly were. In addition to this we have but few teachers who do not try to add to the attractiveness of their rooms by some form of decoration. The subject of school room decorations was given a special place on the program of our last annual institute, and it is hoped, as a result, that this matter will receive during the coming year more intelligent attention than ever before, There are three country school houses in this county that are nearly perfect in their equipment. Each is heated by a furnace.

While we have many beautiful school yards, we still have too large a number that are treeless. The subject of Arbor Day has not been emphasized as much as its importance demands.

We have but three districts in which a tax levy of 2¹₂ per cent will not permit the school to continue for six months.

The subject of school libraries has been given considerable attention, but not sufficient to secure a library for every school. Over one-third of the schools are still unsupplied. A uniform list of text books has just been put into the schools of the county, and it is intended to follow this with the agitation of the question of supplementary reading and the library.

Twenty-one schools in this county last year had a total enrollment of 15 pupils or less. Four enrolled less than ten, and one less than five.

I believe the efficiency of the work in our County Institues might be greatly improved by a conference of the institute instructors. If thought advisable to hold such a conference I will gladly hold that week open for that purpose.

GALLATIN-WILL J. BLACKARD.

In accordance with your request in Circular No. 21, I have the honor to submit the following report:

- 1. We have. Three times a year.
- 2. About 30 per cent.
- 3. The Pupils' Reading Circle bas not received much attention in this county.
- 4. Heretofore there has been no effort to assemble school officers, but I have planned to have a meeting in each township this fall and winter and likely a county meeting early in the spring.
 - 5. About 14. (None what they should be.)
 - 6. 34. That will be one topic discussed at the meetings.
 - 7. Very little. Perhaps 20 would come under this question.
 - 8. I do not know of any. I believe, too, there are, perhaps 5 er 6.
 - 9. I think about 55 or 56.
 - 10. 2; 1 (colored.)
- 11. I believe the work of the county institutes can be greatly improved by a conference of instructors; but a discussion of the needs and desires of the institutes would necessarily precede this conference. I think the subject should be thoroughly discussed and something definite as to the needs, objects, methods, etc., be decided upon by the State Superintendent and county superintendents, and then the instructors will have something upon which to base a revision. We need something badly and I think a conference will have the tendency to level up, by bringing all to the best.
- 12. I favor the conference of instructors, or instructors and superintendents, enough to set aside any week in June or July for that purpose.

The shade tree and library sentiments are growing in favor in Gallatin county.

GREENE-HARRY E. BELL.

In reply to your queries in Circular No. 21, I submit the following:

- 1. It has. Bi-monthly.
- 2. Very little has been done with the Teachers' Reading Circle work in this county. Not more than 5 or 10 per cent. of the teachers are doing the regular advertised Teachers' Reading Circle work, but fully two-thirds of them I think are doing its equivalent.
- 3. Very little, I am sorry to say. Shall make an effort this year to have more done along that line.
 - 4. Rather poor.
- 5. Of the one hundred in this county there are at least forty that I consider are almost unfit for school purposes.
- 6. Fully one-half of the school yards are unadorned with shade trees. Yes, I have always taken great interest in Arbor Day, never taught a country school in my life but that I set out from ten to twenty trees in each yard. I try to prevail upon my teachers to observe the day and have been partially successful.
- 7. Some, not very much. There are not more than three or four of that kind.
 - 8. None.
- 9. There are not more than twenty, although my annual report, I think, would indicate a great per cent but I am sure the trustees have not made a full report of them.
 - 10. I am sure there are none.
 - 11. I think very likely, it could be done.
 - 12. Yes. Yes.

GRUNDY-MISS MARY B. HOLDERMAN.

In reply to circular 21:

- 1. Yes. Three times a year.
- 2. Three-fourths.
- 3. To no great extent, but the teachers have been asked to manage in some way to purchase this year's Circle books for their school libraries.
- 4. The school officers of this county have never assembled for conference. We talked of having a meeting last year but did not have it. Will try to have one this year as some of the directors are anxious to have the meeting.
 - 5. There are two or three that I have been unable to find fault with.
- 6. Eighty. Have not especially. No special reason except that I have had to demand so many things of the teachers that I sometimes feel ashamed to push anything more.
- 7. We are reading School Sanitation and Decoration, hoping to catch the spirit of the author. Will talk about the book at one of our teachers' meetings this fall.
 - 8. None.
 - 9. Six.
 - 10. Four. One.
 - 11. It seems that it might, but I am not sure.
 - 12. Will be willing to try the experiment.

HAMILTON-D. J. UNDERWOOD.

I herewith send you answers to your "circular letter" of date of August 10, 1900. I have numbered the answers to correspond to the questions.

- 1. Our county has a permanent teachers' association that meets once per month.
 - 2. Fifty per cent of our teachers do the State Reading Circle work.
- 3. Not more than 25 per cent of our teachers are encouraging the Pupils' Reading Circle work. A number of the advanced pupils do its equivalent, however, as many of them belong to our County Teachers' Library and are doing good work in it.
- 4. I have had good success in all my attempts to convene my school officers. I am sorry to say that I have only attempted two meetings of this kind in my term of six years.
- 5. Perhaps I might be safe in saying that eight or ten are not very well situated as to sanitation; fifteen are not well seated. About one-third of our houses are too small. I have taken special interest in seeing after all the buildings that have been put up since I have been in office.
- 6. I believe that fifty out of eighty-eight are without trees. I encourage Arbor Day, but it is a little too late in the season to put out trees here when Arbor Day comes.
- 7. I have been placing stress on school room decoration, and a number of our teachers are doing much to improve the present condition. I think that we have as many as forty well decorated houses in our county.
- 8. All of our districts maintain school, on two and one-half per cent, for six months.
 - 9. Eighty out of eighty-eight are without."Libraries" yet.
 - 10. None of them enrolled fewer than ten nor fewer than five.
 - 11. I do.
- 12. I favor such a conference and will hold the fourth week in June open for it.

HANCOCK—J. A. CALIFF.

Your circular No. 21, dated August 10, received recently. In compliance with your request, I submit the following special report:

- 1. The three counties, Adams, Brown, and Hancock, have a permanent county teachers' association known as the Tri-County Teachers' Association. It holds a regular meeting once a year, about Thanksgiving time. The meetings are held in a different county each year. This county has no other association.
 - 2. Our teachers do not do the State Teachers' Reading Circle work.
- 3. The work of the Pupils' Reading Circle is encouraged by most of the teachers. I shall call attention to this work in a circular in a few days. I look upon it as more important than the Teachers' Reading Circle work.
- 4. A few years ago we tried to form a school directors' association. On one or two occasions a small number turned out, but, as a general thing, directors would not attend the meetings. After spending some money and wasting some time we let the matter drop.
- 5. There are no school houses in this county that are unsanitary or unsuited for school purposes. Some of our houses are seated wrong, facing the door, or have blackboards too high, but they answer their purpose very well.
- 6. School grounds in many districts are without trees. I encourage Arbor Day, tree-planting, etc.
- 7. Our teachers give considerable attention to school room decoration.

 Almost all of our houses are comfortable.

- 8. I have not heard of any districts in the county that find it difficult or impossible to maintain school six months as required by law with the limit of taxation at 2¹2 per cent. Some may have trouble on this point, but, if such is the case, my attention has not been called to it.
- 9. According to the reports sent me by the township treasurers, one hundred and thirty-four districts are without libraries.
- 10. None of our schools enrolled fewer than ten pupils. One district did not have school. In that district, I think, there are less than ten pupils.
- 11 and 12. I am not prepared to answer on these points. I attended one conference of this kind some years ago, and it was a failure. If it could be managed properly, good might come of it.

HARDIN-JOHN H. WOMACK.

Answering circular 21:

- 1. Yes. Quarterly.
- 2. State Reading (Teachers') Circle work is not favorable among our teachers; but our teachers do much reading.
 - 3. To a great extent.
 - 4. Good.
 - 5. Only a few, perhaps three.
 - 6. About one-fourth. Yes.
- 7. Pictures of noted men, historical sceneries, school mottoes, "I do not encourage cedar decoration", etc. A large number.
 - 8. Almost one-half.
 - 9. About seven or eight. Libraries are started in these.
 - 10. None. None.
 - ll. Yes.
 - 12. Yes. Yes.

Henderson-S. E. Mace.

I shall endeavor to answer your enclosed questions in the order of their occurrence.

- 1. Our teacher's association meets regularly the Friday following Thanks-giving.
 - 2. About one-half of our teachers do the reading circle work.
 - 3. None of our teachers pay attention to the Pupils' Reading Circle.
 - 4. No success in assembling the school officers of our county.
- 5. Can't give the exact number of unsanitary school houses, but by far the greater part of them, as they have been built for a number of years.
- 6. Very few of our school yards without some trees. I have made no effort to observe Arbor Day as most of our schools have shade.
- 7. Our school rooms are fairly well decorated, but we have very few perfectly comfortable school rooms.
- 8. I can recall but one district where the taxable property is not sufficient to raise plenty of money to maintain a six months' school.
 - 9. A large number of our districts has no library.
 - 10. Can't tell certain, but I think about four; possibly a half dozen.
- 11. I am unable to say, but the institutes certainly would not be injured by a conference of instructors.
 - 12. Yes sir.

I think the above is a correct statement of our condition.

HENRY-MARTIN LUTHER.

Replying to your circular letter No. 21:

- 1. Henry county has two permanent teachers' associations. This division into two associations has grown out of the lack of good railroad facilities for a central organization. These associations meet twice a year for regular meetings. Each of these divisions is subdivided into three permanent local associations, meeting at least once each year.
- 2. About ninety per cent of our teachers did the Teachers' Reading Circle work last year, or its equivalent. I will enclose you a list of questions that I had prepared for answers on "The Study of the Child," by Taylor, for last year. One hundred and twenty-five of our teachers sent into my office book answers to these questions and the result was highly gratifying to the office.
- 3. The matter of Pupils' Reading Circle work is receiving much attention in our county. It is safe to say that about 100 of our school districts have school libraries consisting of the Reading Circle books or some good equivalent.
 - 4. This subject has not as yet received my attention.
- 5. Possibly twenty per cent of our school houses are unsanitary or otherwise unsuited to their purpose.
- 6. A very small per cent are without trees of any kind. I encourage Arbor Day and with comparative good success.
- 7. Our teachers are doing more and more as the years go by in school-room decorations, and there is a goodly number of the rooms well furnished, tastefully decorated, that are comfortable and inviting. Possibly 40 per cent are thus pleasantly situated.
- 8. A very small per cent—say less than ten per cent—find it difficult to maintain at least six months of school, as required by law.
 - 9. In the rural districts there are about 78 schools without libraries.
- 10. According to my last "Visitation Book" fewer than 20 per cent have an enrollment of ten or fewer pupils. About 10 per cent fewer than five pupils.
- 11. I have never given this matter any thought and am not prepared to answer it intelligently.
- 12. I shall hold the fourth week in June open for such a conference if it is decided to hold one.

In your letter of the 22d inst you say, "I enclose you herewith Circular Letter No. 21, and a copy of a circular letter of August 14th."

I received the letter No. 21, but not that of August 14th.

Some of the matter in the circular has not received, at my hands, the attention it has deserved up to date, but I shall make it my business to carefully observe all this in the future and thus be enabled to answer you more accurately and definitely in the hereafter.

Iroquois—S. C. Rutherford.

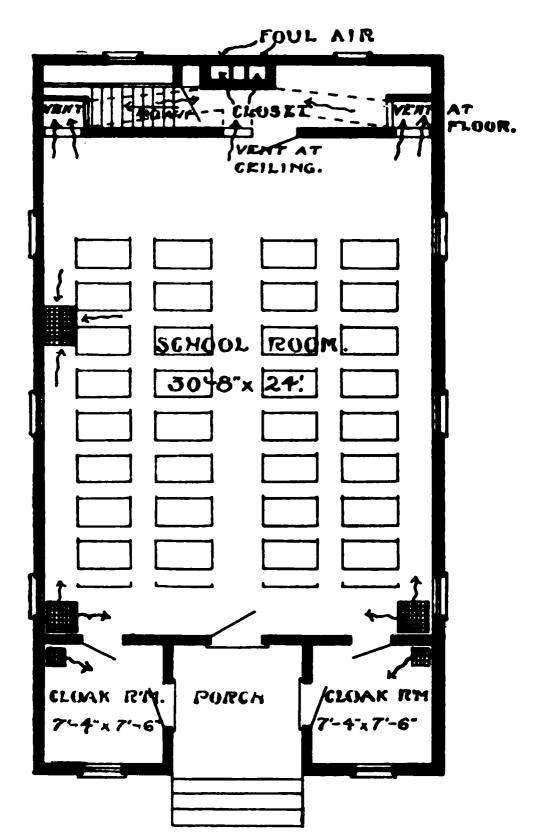
In response to your Circular No. 21 I respectfully submit the following:

The Iroquois County Teachers' Association is a permanent organization and holds annual meeting at Watseka. The sessions last two days and are attended by almost the entire teaching force of the county. In these meetings principles and methods of instruction are discussed, and combined with lectures by prominent educators have proved a great benefit to our teachers.

A small proportion of our teachers do State Teachers' Reading Circle work, but a large per cent of them do its equivalent.

Our teachers generally encourage their pupils to do reading circle work, or its equivalent, and considerable good has been accomplished in this way.

Efforts to assemble school officers for conference have been made, but results have been very unsatisfactory.



FLOOR PLAN.

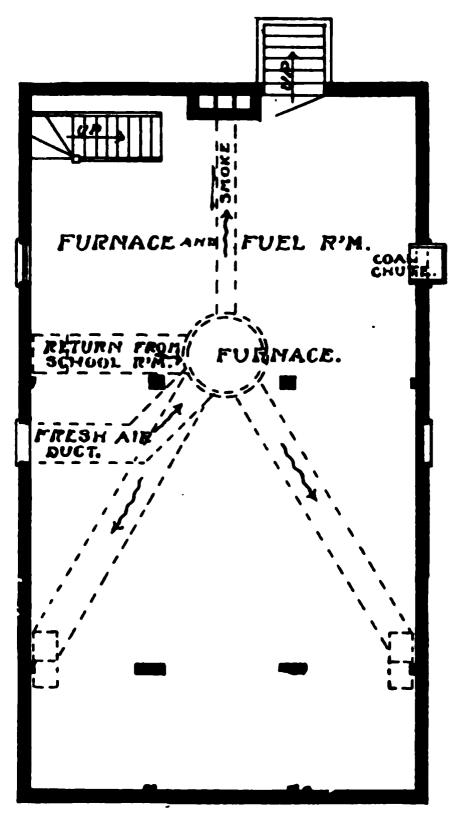
3GALE:1-8'=1'.

S.A.BULLARD, ARCH'T.

SPRINGFIELD, ILLS.

PLATE XIV. (2)

TI (A)



BASEMENT PLAN.

SCALE:1-8"=1".

S. A. BULLARD, ARCH'T.

SPRINGFIELD, ILLS.

PLATEIXIV. (3)

THE NEW YORK!
PUBLIC LIBRARY

YSTON LENCY A

Most of the school houses in this county are in a good condition. They are defective in providing for ventilation, but otherwise are sanitary.

There are very few school sites in this county without trees, although some of the trees are young and do not afford much, if any, shade. Arbor day has been encouraged and many trees have been planted during the past six years.

We have very few teachers who do not try to decorate their school-rooms in some manner. The decorations are principally pictures and add very much to the appearance of the rooms. I think perhaps 75 per cent of them are well furnished and comfortable.

We have no school districts that find any difficulty in maintaining school six months as required by law, with the limit of taxation at 212 per cent.

The establishment of libraries in our schools is very slow and unsatisfactory. About 75 of them have libraries.

Three schools in this county enrolled fewer than ten pupils last year, but they all had more than five. The enrollment in these districts this year will be about the same as last.

If the plan of institute work in the different counties could be the same I think a general conference of institute instructors would be beneficial. I always hold a conference with my institute instructors and feel that our work is materially improved thereby.

Jackson—Mrs. Emma M. Bryan.

- 1. Jackson county has a permanent County Association with meetings held once each month. All teachers, however, are not expected to attend the same meeting. There are sixteen townships in the county and I have named four different places of meeting during the school year, causing four townships for each section and as there are four Saturdays in the month, each section may meet once a month thus enabling every teacher in the county to attend one meeting each month, for which I give each teacher credit in professional work.
 - 2. Three-fourths of the teachers do the Reading Circle work.
 - 3. Pupils' Reading Circle work as yet has received no attention.
- 4. My efforts toward assembling school officers, though very persistent, have been unsuccessful.
- 5. I think about one-fifth of the school houses in this county are unsanitary, more cleanliness in school rooms is one great need.
- 6. Very few of the school grounds are without trees. I do encourage Arbor Day.
- 7. Comparatively nothing as yet, though I am sure many teachers will go to their schools this coming year with new inspiration for school room decoration. Perhaps, including the city schools, I may safely say a score of them are well furnished, tastefully decorated and perfectly comfortable school rooms.
 - 8. None.
 - 9. About sixty per cent of the schools are without libraries.
 - 10. None. None.
- 11. I do believe a conference of instructors would benefit the work of the institute.
 - 12. I shall have no institute work during fourth week in June.

JASPER-J. F. ARNOLD.

- 1. We have a permanent Teachers' Association which meets quarterly.
- 2. There has been an average attendance of 50 per cent.
- 3. The Pupils' Reading Circle books are to be placed in the schools the ensuing year.
- 4. Have not attempted to assemble the school officers of the county for conference.
- 5. All are in good condition and properly arranged for purposes of warming and ventilation.
- 6. Thirty per cent of the school grounds are without trees. Most of the grounds are shaded by trees of native growth. Efforts have been made to supply the deficiency. Arbor Day is regularly observed and utilized for the improvement of the ground.
- 7. Many of the teachers have decorated their rooms with pictures illustrative of Art, History, Natural Sciences, and with such other pictures as are proper for a school room, as having a bearing on the lessons taught.
 - 8. None.
- 9. Nearly all of them. Much will be done the ensuing year to place libraries in the schools.
 - 10. (a) None. (b) None.
 - 11. Very much could be accomplished in this way.
 - 12. (a) Yes. (b) Assuredly yes.

JEFFERSON—JAMES M. HILL.

In reply to Circular 21:

- 1. We have a permanent teachers' meeting. Said association meets five times a year.
 - 2. About one-half.
- 3. They are not trying to organize Pupils' Reading Circle work. Most all are putting in libraries.
 - 4. Poor.
 - 5. Some twenty.
 - 6. At least seventy-five. I do.
- 7. Teachers are most all doing some decorating; some are doing excellent work. There are at least sixty.
 - 8. Ten.
 - 9. But few; say twenty-five.
 - 10. None; none.
 - 11. I do: I would.

JERSEY-JAMES W. ROBERTS.

In response to your Circular No. 21, just received, I submit the following answers:

- 1. Yes; monthly meetings for six months.
- 2. 40 per cent last year.
- 3. A limited number.
- 4. None.
- 5. I can not say that any are unsanitary, though some are not altogether suited to their purpose.
- 6. Twenty-five. Yes; but the date as usually fixed is too late for this section. Most of our schools begin about Sept. 10th and run seven months,

ending about April 15th. Eighteen or 40 per cent of those having shade trees are located in natural forests. In such schools no interest is taken in Arbor Day.

- 7. Comparatively nothing.
- 8. Five districts find it difficult under the present revenue law to maintain school six months on 2¹₂ per cent.
- 9. There is but one good library in the schools of the county, though several districts have made a beginning by use of the Pupils' Reading Circle work.
- 10. One school enrolled five pupils last year. No school enrolled fewer than five pupils last year. All others were above ten.
- 11. I believe there is plenty of room for improvement and a conference of instructors might be beneficial.
- 12. Our institute has for several years been held the first week in June; last year the third week. Next year the wishes of teachers and instructors will govern the date to some extent.

JODAVIESS-W. H. MARTIN.

In answer to your Circular 21, I submit the following:

We have not a permanent teachers' association in this county. Last year we divided the county into four districts for convenience, and held two teachers' meetings in each district, and we intend to form district associations the same way this year.

In this county the teachers do not pursue the State Teachers' Reading Circle work, but 1 believe most of them read equivalent educational matter. This year we contemplate taking up some standard work on Pedagogy and one other suitable book, and make them the basis of our work in the teachers' associations.

Last year I urged the teachers to push the Pupils' Reading Circle work and to start school libraries where none had been started. Over \$1,100 worth of books, nearly 1,800 volumes, were placed in the rural schools during the year. Most of the books were selected from the Pupils's Reading Circle list of last year and the previous years.

I have made no efforts, as yet, towards assembling the school officers of the county together for conference. I reach them through circulars and consult with them when on duty visiting schools. The idea of calling them together for conference is a good one.

We have quite a number of school houses that cannot be said to be in the best sanitary condition. Many of them were built of rock when the county was new and, being durable, they remain. The greater number of our school houses, however, are in a good sanitary condition and fairly well suited for school purposes.

Perhaps the school grounds of twenty-five of the districts are without trees. I encourage Arbor Day by urging teachers to observe the day by having a suitable program prepared and by planting trees. A few days before the time set apart for Arbor Day, I send out a circular to teachers, in which I urge them to observe the day.

' Most of our teachers make some effort to decorate their school rooms. This matter is often a topic of discussion at the teachers' meetings.

Perhaps fifty of our school houses may be said to be well furnished, tastefully decorated and comfortable.

We have nine (9) districts in each of which the assessed valuation of the property is below \$10,000; in twenty-three it ranges from \$10.000 to \$15,000; in twenty-four, from \$15,000 to \$20,000; in seventeen, from \$20,000 to \$25,000; in fourteen, from \$25,000 to \$30,000 and in nineteen districts over \$30,000. These do not include any town schools.

We have no school where a 2¹₂ per cent tax will not support a school for six months.

Forty of our schools are without libraries.

We had seven schools that enrolled fewer than ten pupils last year and two fewer than five pupils.

I believe that a conference of the leading institute instructors of the State to discuss ways and means of improving the annual institutes would result in much good. I favor such a conference and shall make every effort to attend if one is called by the State Superintendent.

JOHNSON-MISS SARAH J. WHITTENBERG.

SPECIAL REPORT.

- 1. Our county has a permanent teachers' association which holds monthly meetings from September to March, inclusive, except during January and February, when we have township instead of county meetings.
- 2. Forty-eight of the ninety-two teachers who will teach in our county this year did either our county or State Reading Circle work of last year. Nearly all of the remainder did the work in part. Many of our teachers attend our Southern Normal during the spring term, and we do not insist on those teachers doing all the work of the Reading Circle course for the year.
- 3. In forty-two of our seventy-two schools Pupils' Reading Circles according to the State plan have been organized.
- 4. Joint meetings of school officers, patrons and teachers, have been called annually since 1895. These meetings have done much to create a better school sentiment, yet have not been so generally attended by directors and patrons from all parts of the county as I desire. Last winter we made the programs of our township meetings of mutual interest to school officers and teachers, and accomplished more, we think, in the way of securing coöperation and advancing public sentiment than during any previous year.
- 5. Thirteen of our seventy-two schoool houses need to be repaired or replaced.
- 6. Only one school yard is destitute of trees. Trees have been planted in this one more than once, but have been destroyed by pasturing, the school grounds being connected with an adjoining field. Nearly all our school grounds have more than half a dozen trees.

The date designated as Arbor Day for the State is too late for us, but we have encouraged the planting of trees on other dates. These have sometimes been selected by the County Teachers' Association and sometimes by the county superintendent, as Decoration Day.

- 7. Your term will exclude all of our school houses outside of Vienna, as all except the Vienna school building are heated by stoves, and the heat is distributed so unequally that the school rooms can not be pronounced "pertectly comfortable" in very cold weather. All are more or less decorated, but possibly not more than forty-five have decorations of real esthetic value. Some are beautifully decorated, and the sentiment is growing among our teachers in favor of more tasteful decorations. Nearly all have slate blackboards and small libraries and quite a number have charts, a globe, some maps, and an International Dictionary and holder.
- 8. The levy for the support of the school made in each of ten districts of my county last year exceeded 2¹2 per cent.
 - 9. Seven schools are without libraries.
 - 10. No school enrolled less than ten pupils last year.
- 11. I believe a conference of institute instructors might be made helpful to the work of the county institutes.
- 12. I do favor such a conference and will hold the fourth week in June open for that purpose.

KANE-M. QUACKENBUSH.

In reply to your circular No. 21, I would respectfully report as follows, answering questions seriatim:

- 1. Kane county has no permanent teachers' association.
- 2. Opinions as to what is equivalent might differ. I do not know of any Kane county teacher who was not reading one or more good school journals last year; many were reading one or more of the Reading Circle books. I do not know how many were taking the prescribed course.
- 3. Nearly all the teachers are encouraging the Pupils' Reading Circle or its equivalent.
- 4. No attempt has been made for a general meeting of school officers. Conferences with boards of different districts are common.
- 5. All of the city and village school buildings are sanitary and suited to their purpose. A few have not the best system of ventilation. The rural school houses, as a rule, lack in the proper means for ventilation. Few of the older ones remain, having been replaced by new and better ones. The old ones are kept in good repair.
- 6. About one-third of the school grounds are without trees. Arbor Day is encouraged.
- 7. Ten school rooms in the county are without "some attempt at decoration." Many are tastefully decorated. Nearly all the school rooms are comfortable. I recall but five that still retain old-time seats.
 - 8. Two have found it difficult.
- 9. Reports called for last year by this office showed twenty-five schools without libraries, and many reporting libraries have only a few miscellaneous books. Nearly all of the city and village schools have libraries, in most cases of carefully selected books.
- 10. None that enrolled fewer than five pupils. One school was closed for lack of pupils. I know of but two that enrolled fewer than ten.
- 11. Institute instructors have a personality not easily altered by conferences, and methods peculiar to each, nearly as firmly fixed as their personality. I believe such a conference would produce good results, and especially so if county superintendents would attend and listen to the plans and methods discussed at such conference.
 - 12. I will leave the fourth week in June open for such purpose.

KANKAKEE—JAMES H. PETERSON.

- 1. Yes. Monthly.
- 2. About one-half.
- 3. Small.
- 4. Very little.
- 5. Two.
- 6. Thirty-four. Yes.
- 7. Nine-tenths decorate. Very few exceptions.
- 8. None known.
- 9. One hundred and fourteen.
- 10. Two fewer than ten.
- 11. Yes.
- 12. Yes.

KENDALL-A. D. CURRAN.

In reply to questions on special report:

- 1. Kendall county has a permanent county teachers' association. Regular meetings twice a year.
- 2. Seventy-five per cent of the teachers do the Teachers' Reading Circle work, or its equivalent.
- 3. The teachers are pushing the Pupils' Reading Circle work, and the books are in almost every school. Other supplementary reading is also used pretty generally.
- 4. Not much success has been achieved along the line of assembling school officers for conference.
- 5. Five school houses are unsuited to their purpose. A few years ago there were many more, but the spirit of improvement has been abroad, and school directors have "fixed up" the schoolhouses and premises quite generally.
- 6. Practically there are no school grounds without trees. Arbor Day has been observed for the past eight years, and the different school premises show the good results from the observance of the day. Bird Day is celebrated in connection with Arbor Day in a number of the schools. I am heartily in favor of both these days.
- 7. School room decoration is growing. Most of the teachers are trying to do something to decorate their school rooms. The matter of school decoration has a prominent place in our teachers' meetings under competent instructors. About twenty-five to thirty school rooms are well furnished, tastefully decorated and comfortable.
- 8. I believe all the districts in the county maintain school from six to nine months and do not find it difficult to do this with the limit of taxation at 2¹2 per cent.
- 9. About fifteen schools are still without libraries, but it is hoped and expected that none will be without a library at this time next year.
- 10. There were six schools in this county last year that enrolled less than ten pupils and one enrolled fewer than five.
- 11. Doubtless the work of the county institutes could be made more valuable by a conference of institute instructors. I believe it would give more definite work and better results.
- 12. I most assuredly favor such a conference next year, but some other week than the last one in June would suit better, as that is institute week in this county.

Knox—S. S. Wilkinson.

- 1. Yes. Annually.
- 2. One-half of them.
- 3 Very slight extent.
- 4. Very little.
- 5. Not more than six.
- 6. Thirty. Yes.
- 7. ———
- 8. Four.
- 9. Six.
- 10. Ten fewer than ten pupils. Two fewer than five.
- 11. No.
- 12. No.

LAKE-M. W. MARVIN.

Answers to questions published in Circular 21:

- 1. Lake county has no permanent county teachers' association.
- 2. At least 95 per cent of our teachers do the State Teachers' Reading Circle work or its equivalent.
- 3. The Pupils' Reading Circle work as planned has not received much attention. Owing to our geographical location teachers have found it handier to purchase books in Chicago.
- 4. During the past two years no effort has been made to get school officers together. One township treasurer and one director responded to the only call I ever made for a county conference.
- 5. Our school buildings are in pretty fair condition. Perhaps 25 per cent of them are unsanitary or otherwise unsuited for school purposes. In most rural school houses facilities for good light and ventilation are not plentiful.
- 6. Most of our school grounds are supplied with one or more trees; no more than 5 per cent are without any shade. Arbor Day exercises are encouraged. Dry weather, the maple scale and other destructive agencies have killed many native and cultivated trees in our school yards during the past few years.
- 7. Our teachers are doing considerable in the way of school room decoration, if that term stands for a free use of Perry pictures and similar prints. Some attention is being given to wall-tinting also. As standards of taste are so varied, I can not hope to give a satisfactory answer to the last part of this question. Very few of the older school rooms are perfectly comfortable, yet most of them serve very well the purpose for which they were built.
- 8. There are no districts in this county unable to maintain school six months with the limit of taxation at two and one-half per cent. There are four districts where it would be a difficult matter to maintain a legal school if teachers (beginners) could not be hired for less than the average salary. There are so few openings for inexperienced candidates that some of them will take positions in these small schools at a nominal salary in order to get started in the work.
- 9. Sixty per cent of our schools are still without libraries although nearly all of them have collections of books belonging to the teacher or the pupils, which will in time create a demand for more libraries.
 - 10. No school in the county enrolled fewer than ten pupils last year.
- 11. A properly conducted conference of institute instructors might improve the work of the county institutes.
 - 12. The fourth week in June is "institute week" with us.

LASALLE-U. J. HOFFMAN.

In reply to yours for a special report from LaSalle county, I will say:

- 1. The LaSalle County Teachers' Association is the permanent organization of the teachers of this county. It meets annually the first week in February. The attendance is usually from four to five hundred teachers.
- 2. Nine tenths of the teachers do work equivalent to the Teachers' Reading Circle work. Last year teachers holding Second grade certificates passed a test in Dr. Charles McMurry's General Method and in the Special Method for Geography, History and Reading. Those holding First grade certificates passed the test in General Method and Taylor's Study of the Child.
- 3. Out of the 273 country and village schools, 208, have one or all the annual sets of books selected by the directors of the Illinois Pupils' Reading Circle. While these books are extensively read by the pupils and their parents, only a few teachers are having the work done in accordance with the directions of the board. Not more than a hundred diplomas are issued.

- 4. I have made no effort to assemble school officers for conference.
- 5. My estimate is that one-half the school houses are unsanitary and not at all suited to the best school purposes.
- 6. About one-third of the school houses are without trees. I encourage Arbor Day and it is also quite generally encouraged by the teachers. But the school grounds not being fenced, and for want of care, trees planted in the past have not grown, hence the directors make no effort to remedy matters.
- 7. The cities of Ottawa, Streator, Mendota, and the township high schools at Ottawa, Streator, Peru LaSalle have done much toward proper school room decoration. The country and village schools do something in this line, but the teachers have to buy the pictures and so the character of the decorations is necessarily inexpensive. The janitor service in many cases is very unsatisfactory. Country teachers generally do their own janitor work or get it done by a boy. In some of the villages and cities the work is given over to some old or needy person as a matter of charity. This is not conducive to clean school houses. There are not more than 175 well furnished, tastefully decorated and perfectly comfortable school rooms out of 503 in the county.
- 8. No districts find it impossible to maintain six months of school under the 2¹2 per cent limit. There are a few cities and villages that find it difficult to maintain nine months of school.
 - 9. About 71 out of the 279 districts have no library.
- 10. There are 23 districts that enroll less than 10 pupils during the year, and 5 districts that enroll less than 5 pupils. There are about 20 districts that enroll only 10 pupils during part of the year. For the greater part of the year these enroll less than 10 pupils.
- 11. I believe a conference of institute instructors would materially improve the efficiency of the institute.
- 12. I heartily favor such a conference and will promise to attend such a conference and do all within my power to secure attendance of those whom I shall employ in my institute.

LAWRENCE-H. W. HOSTETTLER.

In answer to circular No. 21 I respectfully submit the following:

- 1. We have a County Teachers' Association that meets three times each year, also township meetings once a month in each section.
- 2. About 80 per cent of the teachers did the State Reading Circle work last year.
- 3. We have no well regulated system of Pupils' Reading Circle work in the county, but the individual teacher is doing much in many of the schools.
- 4. I have had no success as yet in this matter, but hope to reach more of them this year through the township work.
 - 5. Twenty.
 - 6. Nine. I do.
- 7. Most of my teachers decorate their rooms with pictures and flowers; a few do not. There are few, if any, well furnished, tastefully decorated, and perfectly comfortable school rooms in this county. There are many good school rooms, but this question is too strong for any one room in this county to meet it.
 - 8. None at this time.
 - 9. Forty-eight, but most of these have dictionaries and reference books.
 - 10. No school in the county enrolled fewer than ten pupils last year.
 - 11. I believe it could.
- 12. I favor such a conference and shall hold the last week in June open next year if you call such a meeting.

LEE-I. F. EDWARDS.

We have no permanent county teachers' association in Lee county. Very few, if any, of the Lee county teachers take the State Teachers' Reading Circle work. Have done very little in the way of assembling school officers for conference. I think from five to ten of the schoolhouses are unsanitary. Very few school grounds without trees. I have and do encourage Arbor Day. I have encouraged school room decorations and about twenty-five of my school houses are nicely decorated and are quite comfortable.

All the districts can maintain school six months with the limit of taxation at 2¹₂ per cent.

I think about one hundred (100) of our schools are still without libraries, but they are putting them in very fast at present. I don't believe there were to exceed five schools that had fewer than ten pupils.

The work of the county institutes ought to be improved by such a conference as you suggest.

I shall be pleased to hold the fourth week in June open for the above purpose.

LIVINGSTON-C. R. TOMBAUGH.

I have the honor to submit the following answers to the questions propounded in your Circular No. 21, asking for a special report from me:

- 1. We have no county teachers' association, the old county association having disbanded six years ago. Since that time all educational meetings in the county have been under the direct supervision of the county superintendent. We hold each year two two-day county institutes and numerous local meetings in addition to the annual institute.
- 2. Nearly all of our teachers do all or part of the Teachers' Reading Circle work. The past year thirty-one well attended monthly meetings were held in various parts of the county, and at these over one-half of the time was devoted to a discussion of topics taken from or suggested by "Taylor's Study of the Child." The renewal of certificates was based largely on an examination on "Taylor's Study of the Child," the questions asked being selected from a list which was prepared by me and sent out from this office.
- 3. Our teachers have been repeatedly urged to do what they could to secure good libraries for their schools and the county superintendent recommends that the Illinois Pupils' Reading Circle books be made the nuclei of such libraries. The result is that our teachers generally have interested themselves in procuring good reading for their pupils; the number of books in our libraries has increased from 3,154 in 1895, to 9,889 in 1900, and the interest is growing. About one-half of the books that are procured are selected from the list of the Illinois Pupils's Reading Circle
- 4. I have held two generals meetings of school officers. Last year we held one in Pontiac which was attended by about 150 persons. At this meeting a lively interest was manifested and committees were appointed to arrange plans for a meeting each year. Meetings were also held in each of the thirty townships in the county at which 327 of our directors were present.
- 5. I scarcely know how to answer this question. Many of our school houses are not in as good shape as they should be although there are very few where the children are not fairly comfortable. In a considerable number of districts, directors are either careless or ignorant concerning the proper lighting of the school room, but much improvement is noticeable in this respect.
- 6. Thirty-nine. The observance of Arbor Day has been persistently urged by me, and the circulars issued by the Superintendent of Public Instruction have been transmitted to teachers and school officers accompanied by an earnest recommendation that well selected trees be procured and set out. We have been pleased to note that the suggestions have been carried out in many districts.

- 7. The matter of school room decoration has been discussed at our last two annual institutes. This year Superintendent O. T. Bright of Cook county was assigned forty minutes each day for work along this line. Our teachers are interested in making their school rooms attractive, but much remains to be done in giving direction to their efforts and to those of the directors.
 - 8. None.
- 9. Our annual report to the Superintendent of Public Instruction indicates that 120 districts have no libraries aside from dictionaries. I think that this number is too large, as many districts put in libraries last year after our visits to those schools, and our office records do not show the correct number. We find that directors frequently neglect to report libraries and consequently the treasurer's reports to us are so inaccurate that we must rely largely upon our visitation records for necessary data.
- 10. Eight of the 261 schools in our county last year enrolled less than ten pupils. There were none that had an enrollment less than five.
- 11. I think that the work of the county institutes would be improved through conferences of institute instructors.
- 12. I favor holding such a conference next year and will hold the fourth week in June open so that our institute will not conflict with such a meeting.

LOGAN-E. P. GRAM.

Referring to circular 21:

- 1. Yes. Quarterly and annually.
- 2. Eighty per cent do its equivalent.
- 3. Seventy per cent encourage equivalent.
- 4. Surprised by a larger attendance than expected.
- 5. One hundred and thirteen unsanitary; fifty unsuited for school.
- 6. Ten. Yes.
- 7. Keeping the house clean. None.
- 8. None.
- 9. Twenty per cent.
- 10. (a) One. (b) None.
- 11. Yes.
- 12. (a) I do. (b) Yes.

MACON—JOHN G. KELLER.

Response to circular No. 21:

- 1. Yes, sir. Six or seven times per year.
- 2. Not very many do the regular Teachers' Reading Circle work, yet I suppose 90 per cent pursue a course equivalent to it.
- 3. We do not carry the Pupils' Reading Circle work alone but embody it in our local circulating library which gives the great majority of children access to the Reading Circle books. I am satisfied that we cover a larger scope of reading than by taking it alone. It places more of a variety and also a larger number of good books into the hands of the children. Each school on the list of circulating libraries has access to 280 books.
 - 4. I have not been very successful.
 - 5. Not more than about five that should really be replaced by new ones.
- 6. About 10 per cent of the school grounds have no trees. I do encourage it. But in this county the schools are closed before Arbor Day, so we use some other date.

- 7. The last two years we have observed the third Friday afternoon in September as decoration day, that time being set apart for decorating the school room, cleaning up the school yard, that is, removing weeds and rubbish of all kinds, and making a flower bed to be cared for permanently by the children and teacher. This has resulted in much good as to school room decoration and neatness of school grounds. It has led to setting out many trees during the last year or two. I suppose not more than 20 per cent of the school rooms are real tastefully decorated, but nearly all of them are decorated to a limited extent. A much larger per cent are well furnished and comfortable.
 - 8. None at all.
 - 10. One.
 - 11. Yes.
 - 12. (a) Yes. (b) Yes.

MACOUPIN-MANNING M. KESSINGER.

Report of circular 21:

- 1. Yes; annually.
- 2. About 40 per cent do the work.
- 3. Nothing is being done to encourage the work.
- 4. Very unsuccessful.
- 5. About twenty-five.
- 6. About forty. Yes.
- 7. Very little. About 80 out of 261. I am encouraging the work this year.
- 8. None.
- 9. About 123.
- 10. Two. None.
- 11. Yes; a conference of institute instructors is just as much needed as a teachers' institute is for the teachers.
 - 12. Yes.

MADISON-M. HENSON.

Circular 21; answers:

- 1. (a) Yes, sir. (b) Four times a year.
- 2. About seventy-five per cent.
- 3. About seventy-five per cent.
- 4. Fair success.
- 5. I feel they all answer.
- 6. (a) Twenty per cent. (b) Yes, sir.
- 7. At least fifty per cent.
- 8. None.
- 9. About twenty-five per cent.
- 10. (a) One. (b) None.
- 11. Conferences properly conducted are usually good.
- 12. I expect to hold my normal in June and will not have time.

MARION-JOHN E. WHITCHURCH.

In answer to circular No. 21:

- 1. A permanent county teachers' association was organized last year. It held two two-day meetings last year. The constitution now provides for a two days' meeting the first Friday and Saturday in October and two Saturday meetings after the holidays.
- 2. One hundred and sixty-five or more of our teachers did all or a part of the State Reading Circle work last year. One hundred and thirty-two sets of books were sold in this county. The Second prize, offered by D. Appleton & Co. for Reading Circle work, came to this county.
- 3. Forty odd teachers raised funds last year for district libraries. Many purchased part of the books belonging to the Pupils' Reading Circle list. About 800 volumes more than were given in my annual report were added to libraries.
 - 4. No meetings of school officers have been called.
- 6. I do not quite understand your questions. Our rural schools with few exceptions are of the type sometimes termed "box-car" style, which can not be heated, lighted, and ventilated properly. Some improvement has been made in the new buildings in the matter of ventilation (sash on pulleys), and interior finish. Three houses are in very poor condition. I have called the attention of directors to "The Model Rural School House" planned by ex-State Superintendent John R. Kirk, of Missouri. One rural district is seated with single seats. Another will put them in this fall.
 - 6. About 45. I do.
- 7. Very little has been done. This is especially true of the country schools. A few cheap pictures, frequently advertisements, and an occasional bunch of autumn flowers and products of the farm, usually constitute the decorations. About 40, or about 85 leaving out what was said in No. 5.
 - 8. Fourteen.
 - 9. Sixty-eight. But 14 districts reported libraries last year.
 - 10. Not any.
- 11, 12. It is a question whether such a conference would result in much good, but I am willing to hold the fourth week in June open for that purpose.

MARSHALL-MAC M. MALLARY.

Replying to your circular letter of Aug. 10th, I beg leave to submit the following report of the schools of Marshall county:

We have a permanent County Teachers' Association which meets regularly not less than three times a year, and in addition to these regular meetings we have special township meetings and district meetings. These local township meetings are conducted by myself with the assistance of one or two of the best teachers in the township.

The plan is as follows: After spending a week in the township visiting schools, the teachers assemble at some central point and the work is canvassed carefully, questions as to classification, methods of raising funds for library purposes, best method of teaching, and any other points that are of interest to the teachers and patrons, are taken up and thoroughly discussed. I find that these meetings are doing a great deal of good for our schools, so much so that I expect to continue the work during the coming year.

All of our teachers do the State Teachers' Reading Circle work. I find that it is very beneficial to them and the schools.

We have made no especial effort in assembling the officers of the county, but they meet with us during our general and local meetings and enter freely into the discussions. Our school boards as a rule are ready and willing to do any thing that will advance the interest of the schools.

About one-half of our school buildings are in excellent sanitary condition, the others are poorly constructed, poorly lighted and not at all adapted to the wants of the pupils. Much has been done, however, in arousing the directors to the necessity of better school buildings, better equipments and better surroundings for the children. I am inclined to think that we are rapidly approaching the time when the idea of one school in the township, centrally located, will take the place of the present system of district schools.

There are but few of the schools in the county without shade trees. Much attention has been paid within the last few years to Arbor Day, and the children have been encouraged in the planting and caring for trees.

During the past two years especially, the majority of our teachers have done much in the way of schoolroom decoration. About half of our schoolrooms are tastily decorated, well furnished and quite comfortable, and the children that are privileged to attend these schools make much more rapid progress in their studies and are more regular and punctual in attendance, in fact the influence of a pleasant schoolroom is very great, and I believe it is the duty of every teacher and of every school board to put forth every effort in this direction and see to it that the children have a comfortable and pleasant place in which to do their work. "The best there is, is none too good for the children."

We have no districts in the county that do not maintain school longer than six months, and all our school boards could maintain school for at least nine months at the present rate of taxation, two and one-half per cent.

There are very few of our schools without libraries, not more than five percent of the number.

A great many of the schools have excellent libraries, some of the districts having between 200 and 300 volumes.

There are six schools in the county that enrolled fewer than ten pupils last year, and but three fewer than five. The three that enrolled less than five will not maintain school this year, but the pupils will be conveyed at the expense of the district to other schools. This I consider a step in the right direction and points to a solution of the problem, i. e., what can we do to better the rural schools? I am not so sure as to the benefits that may be derived from a conference of institute instructors. I do not know just what could be gained along this line; nevertheless, I am heartily in favor of any conference that tends to help us. As to keeping open the last week in June, I shall be glad to do so, providing it can be shown that we would receive benefit from such a conference. You, I presume, are aware of the fact that those of us who have no assistance in the office have but very little time to spare and can not afford to lose the time from our work unless we are convinced that we absolutely gain something, and right along this line I wish to add that I believe it to be the duty of the State department to make an effort to bring about such a change in the school laws of the State as will provide every county superintendent, having at least one hundred teachers in his county, with an assistant.

MASON-MATTHEW BOLLAN.

In reply to your circular dated August 10, 1900, in which you submit several questions in regard to the school work, the teaching force, and the work of supervision in the county, I beg leave to submit the following special report: In general, I am inclined to regard the work in the county as being in a fairly prosperous and progressive condition. This is evidenced by the very general disposition on the part of the various boards of directors to put into better condition the school houses and school grounds throughout the county, to purchase furniture and needed apparatus for the schools, and to provide generally for the comfort and care of the pupils. In September of last year I issued a circular calling the attention of the teachers and directors to the need of school libraries where they did not already have them, and outlining a plan for small circulating libraries. The response to this circular was almost general and as a result, almost all of the schools have access to good books, many of them having in addition to the circulating library a small per-

manent library. As a result of this movement nearly one thousand new volumes were purchased during the year, nearly all of which were in the rural schools; the city of Havana has a public library to which the pupils have access. Nearly one thousand volumes were purchased for this library during the year.

The schools are generally a reflection of the teaching force, and I think our county never had a more earnest and progressive body of teachers. The attendance at our teachers' meetings and institutes has been very nearly the entire teaching force, and during the present summer there were more than one-third of the number engaged away at the various summer schools. A very large percentage of our teachers do Reading Circle work. Many of them use the State Reading Circle books, others read books selected and approved by our county association. There seems to be a healthy school spirit throughout the county. I hear very little grumbling about the burden of school tax, and while the wages have not advanced as I should like to have seen them, and as I think the improved condition of our teachers merits, yet they have not felt the general depression as have wages in other lines of work.

- 1. We have a regular county organization of teachers known as the Mason County Teachers' Association, and having for its membership the entire number of persons who hold live certificates in this county. The association holds two regular two-day meetings during the year, one on the second Friday and Saturday in November and the other on the second Friday and Saturday in March. These meetings are attended by more than ninety per cent of the teachers actually employed. I submit herewith a characteristic program showing topics discussed at these meetings.
 - 2. About eighty per cent of our teachers do Reading Circle work.
- 3. Thus far the teachers have done very little with the Pupils' Reading Circle work, but those teachers who have the circulating library are doing an excellent work in directing the reading of their pupils. From reports on file in my office, I find that many of the pupils read as many as twelve of the books during the last year.
- 4. I have had but one general meeting of the directors of the county. It was a success so far as attendance and interest are concerned. More than one hundred and fifty directors were present. The subject to be considered was of general importance, however, or I fear the attendance would have been much lighter. I count it impossible to hold directors' meetings regularly until some provision is made by which the actual expenses of the directors while in attendance can be met out of the school funds.
- 5. As I have said above, the school houses and grounds are in a fairly good condition. There are a few houses that are still unfit for the purposes for which they are used, but there is a very general disposition to improve them.
- 6. Nearly every year during my term of office, I have issued a circular calling the attention of the directors, patrons and pupils to the proper observance of Arbor Day. The results of these efforts have been very gratifying. Many of the schools have started trees and are caring for them. Where it is possible, the teachers and pupils have done something toward getting grass and flowers about the buildings, but this is very difficult in many parts of the county owing to the sandy so l.
- 7. I have called the attention of the teachers to the matter of school room decoration upon every proper occasion, with most success, however, when visiting schools, as the children themselves will take a lively interest in this matter if brought to their attention by a talk during the visit of the County Superintendent. We have many neatly decorated rooms, but there are a few who over do the matter of decoration and others who, while they are good workers in other lines have no taste for this sort of work.
- 8. In answering your eighth question I do not wish to be misunderstood. I do not believe that there is a district in my county in which a tax of two and one-half per cent upon an honest assessment of the property would not be amply sufficient to maintain a six months' term of school. In fact there are very few districts that would require such an amount. As it is many of

them levy only one per cent. The chief difficulty, where any difficulty exists, comes from the failure on the part of the assessor to list the property especially the personal property.

- 9. Approximately, about twenty of our schools are still without libraries.
- 10. I know of no school that enrolls less than ten pupils.
- 11 and 12. I certainly think that the work of the County Institutes would be benefited by a conference of the institute workers. I favor such a conference and shall be glad to hold the fourth week in June open for such conference if notified by you that that week is selected.

MASSAC-J. M. REYNOLDS

I answer your questions in circular 21, as follows:

- 1. It has not.
- 2. About one half.
- 3. One used the Reading Circle books while nearly all used some supplementary work.
 - 4. Very little success.
 - 5. None. Some are not properly ventilated.
- 6. Five without trees. I do. I send your Arbor Day circular to all directors.
- 7. Nearly all decorate. I appointed a committee of the day and tell how and with what the rooms should be decorated and to arrange a program for entertainment on that day, Oct. 27.
 - 8. Three.
 - 9. About 30. Some few books in nearly all schools.
 - 10. None.
- 11. I do believe the work in institutes could be wonderfully improved. My institute this month was strictly professional, conducted by Prof. James Kirk, and still a great many teachers thought it should be as of old.
- 12. I favor such a conference, and am willing to hold open any week you may select for the purpose.

McDonough-James M. Pace.

The following answers are in regard to Circular 21:

- 1. We have. Once a year.
- 2. About two-thirds of them.
- 3. Very little.
- 4. Had but little success.
- 5. Probably ten or twelve.
- 6. About ten or twelve. I have.
- 7. Quite a lage per cent are decorated. Most of our rooms are very comfortable.
 - 8. None.
 - 9. About 50 or 60. Nearly all have dictionaries and some books.
- 10. Some eight or ten may have less than ten in the spring and more in the winter.
 - 11. I do.
 - 12. I do and will try to hold it open.

MCHENRY-W. E. WIRE.

In reply to Circular No. 21, will say:

- 1. We have two permanent County Teachers' Associations; "The McHenry County Teachers' Association," holding a two days' session three times each year, fall, winter and spring. We have a "Principals' Association" holding nine meetings each year.
- 2. All teachers in McHenry county took the State Reading Circle work last year. 176 teachers took the examination and received certificates.
- 3. At least 100 schools in McHenry county have school libraries and the nucleus of most libraries is the Pupils' Reading Circle work, or its equivalent.
- 4. I have made no effort to assemble the school officers in my county. I invariably make them a personal call in my annual visits to their respective districts.
 - 5. At least 50 out of 143.
- 6. Nearly all school grounds have trees. We encourage Arbor Day and considerable is being done in tree planting.
- 7. A special feature of our institute this year was school room decoration and sanitation. Our teachers were interested in the subjects and we shall look for a marked improvement in the future. Heretofore we have done but very little along this line. There are perhaps 10 well furnished, tastefully decorated and perfectly comfortable school rooms in the rural schools.
 - 8. Not any.
 - 9. About 40 schools are without libraries.
 - 10. Estimate about 20, fewer than 10 pupils and none fewer than 5.
 - 11. Yes.
 - 12. 1st, Yes. 2d, Yes.

McLean-John S. Wren.

Permit me to answer the questions in you circular of Aug. 10th, as follows:

- 1. We have a County Teachers' Association that has held semi-annual meetings of one day each for the past five years.
 - 2. I do not know.
- 3. Many libraries have been put into smaller schools and the Pupils' Reading Circle books are in most of them. Some work is done and certificates earned, but I don't know how many.
- 4. We have called but one such meeting, that was in 1895. About 100 responded and appointed a committee of 30, one from each township, on textbooks. A list was recommended by this committee and adopted in nearly all districts. It was a success.
- 5. Very few. While a good many are not very modern, they are neat and clean and serve the purpose very well.
- 6. About 30. We encourage Arbor Day and much good is acomplished by it every year.
- 7. Scarcely a school room can be found in the county without some attempt at decoration by teacher and pupils. Many are tastily decorated.
 - 8. None except the cities.
 - 9. Thirty-eight of our schools have no libraries.
- 10. About twelve enrolled fewer than ten. I know of but one that enrolled fewer than five.
 - 11. I think not.
 - 12. I do not favor such a conference.







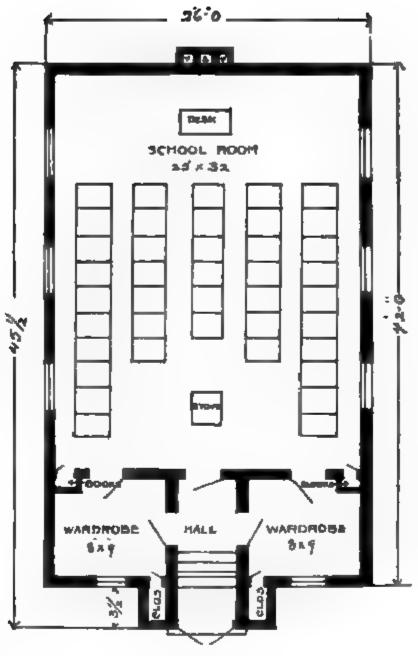


PLATE XV. (2)

MENARD—GEORGE C. POWER.

In answer to your circular letter of Aug. 10, 1900, I have the following to say:

Our County Teachers' Association has a permanent existence, is in a flourishing condition and meetings are held twice each year—in the autumn and in the spring. More than ninety per cent of the teachers of the county attended both meetings last year.

Last year our teachers did but a part of the State Reading Circle work, substituting for the "Beginners of a Nation" other material which we thought better suited to our needs. Ninety-eight per cent of the teachers did the Reading Circle work as outlined for our county, and more than fifty per cent of them secured professional certificates. A much larger percentage would have secured these certificates, no doubt, had they attended the division meetings more regularly and taken the examinations given at the close of the course. Holders of professional certificates had their legal certificates renewed for the school year upon which we have entered. This year we are taking the State Reading Circle course entire.

The Pupils' Reading Circle work has as yet received but little attention. However, a copy of the Pupils' Reading Circle booklet was placed in the hands of each teacher in attendance at the Annual Institute, and we look for an awakening in this line. We still have thirty-four schools without libraries of any description, and it is my purpose to give special attention to these matters during the coming year.

So far as I know no effort was ever made to assemble the school officers of Menard county, but I am now preparing a circular letter to directors, and among other things discussed is the advisability of holding a directors' meeting. I have talked with quite a number of school officers about it during the past year and all approached expressed themselves as heartily in favor of the movement. Hence it is not too much to expect such a meeting during the present year.

We have but three schoolhouses in the county that are really unsanitary. Practically all of our schoolhouses are in good repair and situated in healthful locations. There is but little or no shade in eighteen school yards, but in the remaining ones, forty-three, every evidence indicates that the observance of Arbor Day is not only encouraged but heeded.

Indications point to an unusual amount of interest among the teachers this year in schoolroom decorations. Some hang pictures of real merit on the walls, others make generous use of potted plants and cut flowers; still others make use of paper decorations and mottoes, and quite a number make use of penny pictures of noted men and women, tastefully arranged in groups. One very hopeful sign in the direction of schoolroom decoration is found in the large number of boards of directors who, during vacation time, gave their schoolhouses a thorough renovation—calcimining the walls and painting the interior wood-work. I think it may be truthfully said that we now have forty-five well furnished, tastefully decorated and comfortable schoolrooms in Menard county out of a total of sixty-one.

We have, as nearly as I can ascertain, six districts that find it difficult to maintain school six months, as required by law, with the limit of taxation at two and a half per cent.

There were no schools with a total enrollment of less than ten pupils in this county last year.

It is my opinion that much good ought to result from a conference of institute instructors, and in harmony with such an opinion I am willing to consent to hold open the fourth week in June for that purpose as suggested.

MERCER-C. L. GREGORY.

- 1. Our teachers' meetings are divided as follows: The principals' association which meets three times a year at the office of the county superintendent; the township institutes which are held four times a year, the managers reporting to the county superintendent; the general meeting of teachers which is held under the direction of the county superintendent once a year, —at Thanksgiving. Sometimes we hold two general meetings a year but not often. I find more good is accomplished at the township meeting, as the teachers feel more disposed to take part and express themselves.
- 2. Practically all our teachers are doing the Reading Circle work. This work is given a place on the program of the township meetings.
- 3. We have done nothing with the Pupils' Reading Circle work but the teachers are urging the library question with good results. I think at least two-thirds of our schools have a good start in this direction.
 - 4. I have made no particular effort in this line.
- 5. As a rule our school buildings are in good shape. The new ones being built have all modern conveniences of a country school.
- 6. Practically none. Arbor Day is observed—trees planted and yards cleaned.
- 7. Our teachers are interested in this subject and I find many tastefully decorated rooms.
- 8. None of which I am advised. Some were unable to do so on two per cent but the change in the law remedied the matter.
- 9. Possibly one-third. But this year will I believe find a library in every school in the county.
 - 10. Approximately. Ten. Five.
 - 11. Yes.
 - 12. Yes. Yes.

MONROE-HENRY EISENBART.

Monroe county has no permanent county teachers' association.

None of our teachers are doing the work of the Illinois State Teachers' Reading Circle, but twenty-six of them are members of the Teachers' Library Union of Chicago and are pursuing a course of reading recommended by that association.

We have fifty-seven school houses in our county. Of this number fifty-five are in good condition. Quite a number of new school houses have been built during the last two years. All are well supplied with comfortable desks and two-thirds of them are provided with the necessary supplies and apparatus.

Two-thirds of our school grounds are without trees. Many of our teachers spend Arbor Day in planting trees but as the grounds are not inclosed in fences the trees are usually destroyed by stock during the summer months.

Our teachers take great interest in decorating their respective schools. Two-thirds of them are tastefully decorated and well furnished, and all but one or two are perfectly comfortable.

We have no districts that find it difficult to maintain school for six months with two and one-half per cent taxation. Many of our schools are in session eight months, five or six are in session nine months and none enroll fewer than sixteen pupils.

During the past two years one-fourth of our schools established libraries. These libraries are small, each district procuring same, investing only a few dollars, but it is the aim of these districts to increase the number of volumes from year to year.

We have one district with an extensive library consisting of several hundred volumes.

I believe that the work of the county institutes could be materially improved by a conference of institute instructors. I am in favor of such conference next year and shall be pleased to hold a week open for that purpose.

MONTGOMERY-W. J. McDAVID.

The public schools of Montgomery county are certainly in a hopeful condition. I could not ask a more faithful corps of teachers. Our summer institute enrolled two hundred and seventy-five employed and unemployed teachers. We have two hundred and twenty-seven positions for teachers in the We have two hundred and twenty-nine teachers who have met the requirements for professional certificates this summer. One hundred and ninety-six took the examination and thirty-three attended one of the normal schools, as much as six weeks. In reply to your questions, we have a permanent County Teachers' Association, which meets twice a year, beside the institute. In harmony with this we have twelve permanent district associations, which meet three times each, at each of the twelve places appointed by the superintendent during the year. At these meetings the Reading Circle work is regularly discussed in connection with other topics of interest to the schools. The record of attendance and work done in these district meetings, form part of the basis upon which teachers will have certificates renewed without examination. Only a few of our teachers give special attention to the Pupils' Reading Circle.

Our effort to secure conference of school officers succeeds slowly. We gained about 100 per cent. on last year; from twenty-five last, to fifty this year.

The country school house is not what it should be, but Montgomery county compares favorably with her neighbors.

Arbor Day has not been receiving the attention its importance demands. The bare grounds of far too many school houses, attest. This year the subject will be given prominence in the district meetings and we hope for good results.

Quite a number of the teachers manifest commendable zeal and good taste in decoration of school rooms. This important phase of education demands much more attention.

The districts, without exception hold six months of school during the year. There is a general move in the county to secure libraries, but many schools in the country, are yet, without books.

We have no schools which enrolled less than five, and but two, which enrolled less than ten last year.

I am much in favor of a conference of institute teachers, and will hold my time to attend such a conference the fourth week of next June.

Morgan-Frank A. Johnson.

Our county has a permanent organization and meets the first Saturday in each month during school months.

I think 50 per cent. of the teachers do a part of the Teachers' Reading Circle work, or its equivalent.

Our teachers are doing nothing with the Pupils' Reading Circle work, but they are giving more attention to their pupils' reading.

I have not been much encouraged over our school officers' meetings. I have attempted it and shall do so again. I had some of them in conjunction with teachers.

We have many of the so called "box car" houses in this county. There are five that are unsuited to their purposes.

We have four school grounds without shade.

All have trees but some have been planted recently.

I am in favor of Arbor Day, but think it comes too late for most of our schools.

Our teachers are giving attention to school room decorations. There are seventy-five tastefully decorated and perfectly comfortable rooms in this county.

There are no such schools as question eight calls for in this county.

There are sixty-five schools without libraries.

There were three schools that enrolled fewer than ten pupils last year. One, fewer than five.

I think county institutes could be improved by a conference of institute instructors.

Our county institute passed a resolution recommending an earlier date for our next institute giving as a reason that many of the teachers' vacations were interfered with on account of the lateness of it. Institute was held this year the last two weeks in June.

On this account I prefer the first week in June for the conference that we may be benefited.

MOULTRIE-B. F. PEADRO.

I have carefully collected information asked for in Circular No. 21, and submit it by items as called for:

- 1. We have a permanent Teachers' Association, meeting once a month.
- 2. From teachers' report to me 98 per cent read at least one of the Reading Circle books. I insisted on them reading Taylor's Child Study, and they did so.
- 3. Every teacher in the rural schools reported to me that their pupils took the Pupils' Reading Circle work, or its equivalent, except ten. Of the graded schools two did not take it.
- 4. I am sorry to report a failure. I made one effort to get a county meeting and failed.
 - 5. Thirteen out of eighty-five.
- 6. (a) Thirty are with trees sufficient for shade. (b) I encourage the observance of Arbor Day.
- 7. Every house in the county is decorated with pictures except four which are new and not yet finished.
 - 8. There are none.
- 9. I find but two but that report libraries. In one instance the house and library were both burned. Libraries vary from, I will say, 10 volumes to 300.
- 10. I believe I am correct in saying that we have but one school in the county having less than ten pupils and that one had but two during the year.
 - 11. I do.
- 12. The fourth week of June is my county institute week, and I do not care to change it, as it will so interfere with my arrangements. Will, however, consider.

OGLE-JOSEPH M. PIPER.

Replying to your Circular No. 21.

- 1. This county does not have a permanent Teachers' Association.
- 2. Nearly all do more or less reading. There is a Teachers' Circulating Library in the County Superintendent's office which is used instead of the State Teachers' Reading work.
- 3. Nearly all of the teachers of this county encourage the Pupils' Reading Circle work.

- 4. I tried during two years to assemble the school officers of the county for conference. The first year I met with good success, but the second year they were quite indifferent. I shall make further effort in that direction this year.
 - 5. About 8 per cent.
- 6. About 10 per cent. I encourage Arbor Day. The Arbor Day circulars often come so late that I can not make any use of them. I should have them at least three weeks before the time in order to make any use of them. Four weeks would be better. The children must have time to learn the pieces.
- 7. Nearly all the school rooms in the cities and villages are well furnished, tastefully decorated and comfortable. There are about sixty well furnished rooms in this county.
- 8. Some find it difficult, but none impossible, to run school six months on the 2¹2 per cent.
- 9. About half of the schools of this county are without books enough to be called a library.
- 10. Eight schools enrolled fewer than ten pupils. None enrolled fewer than five pupils.
 - 11. I do.
- 12. I favor a conference next year, the fourth week in June. I will hold open the fourth week in June for such conference.

PEORIA-J. L. ROBERTSON.

Complying with your request in circular No. 21, I have the honor to furnish you the following information:

- 1. Peoria county has a permanent county teachers' association. The county is divided into divisions and each division is in charge of a local manager, appointed by the county superintendent. These divisions hold regular meetings once a month during the school year. The county superintendent and local managers constitute an executive committee. The executive committee furnish the programs for the entire year. The local committee and local manager make the assignments of work from month to month. Previous to this year, all divisions have met the last Saturday of each month; this year the meetings are held on different Saturdays so as to enable the county superintendent to visit the local divisions more frequently. (For further information, consult the enclosed manual and course of study of the association for 1900-1901.)
- 2. The Teachers' Reading Circle work is done in connection with the work of the county association. The association, at the annual meeting, held during the annual institute, adopts the books for study for the ensuing year. It has been the custom to give the books of the State Reading Circle first consideration; if they meet with favor or suit our conditions they are adopted, and all the teachers do the reading. In the past six years we have adopted and used the entire course of the Reading Circle three times; the other years only one book of the course has been adopted and something else substituted for the second book. Fully ninety-eight per cent of the county teachers do the association work faithfully as shown by the local managers' reports. No written examinations upon the Reading Circle work are given. Little or no attention is given to the Reading Circle work by the Peoria city teachers, although a few attend the county meetings and take part in the work. I might say, in this connection, that a failure to do the association work forfeits the teacher's right to a renewal of his or her certificate. (See enclosed circular regarding renewal of certificates.)
- 3. The Pupils' Reading Circle work is encouraged by the teachers in all parts of the county, especially in the rural schools. The work is mainly carried on through the school library movement. Not much effort has been made to get the pupils to buy the books for themselves, but the teachers and pupils have by entertainments and various ways, during the past year raised and expended for books, \$1,133.17. Of the books in our district libraries, 1,868

volumes have been selected from the Pupils' Reading Circle lists. We ask our teachers to make, each year, a library report upon a blank furnished by this office. (Copy enclosed.) From these reports we find that 1,323 pupils have read one book, 974 have read two books, 790 three books, 604 five books and 531 have read more than five books during the past year. Several of our rural schools and one or two city schools have regular Pupils' Reading Circle clubs or societies, who do the required reading each year and get the diploma and seals. In several places the granting of the diploma and seals is made a public affair; addresses are given by invited guests, school officers and others, and much good is accomplished.

- 4. We have made several efforts to get our school officers to assemble for conference, but success has not crowned our efforts. We have sent invitations and urged them to attend meetings but only a few have responded.
- 5. We have 166 school buildings in this county; of these fifteen are unfit for school purposes. Several of the above are, however, being repaired and put into better condition for this fall and three are being replaced by new buildings. There are about ten more that are in bad repair, but the matter of better school houses has been agitated and more attention is given to them this fall than before.
- 6. There are twenty-nine school grounds in this county without a tree. Many of our school grounds are in the timber or just on the edge of the timber. In many other cases the trees are small and furnish no shade. I have encouraged the observance of Arbor Day by sending the programs furnished by the State department and urging the teachers to beautify the grounds.
- 7. Much has been done by the teachers in this county in the past two years in the way of décoration of the school rooms, and much remains to be done. This matter was given a regular place on the program of our last annual institute and resulted in much good. Teachers went back to their schools determined to arouse a sentiment in their districts for a more cheery school rooms and there has been more cleaning up around school premises this summer than I have known in this county. I can safely say that there are over one hundred school rooms in this county that are perfectly comfortable in every respect and are well equipped.
 - 8. None.
 - 9. Thirty-one.
- 10. Six schools enrolled less than ten pupils last year, none less than five pupils. Of the above, four enrolled seven, one had six, and one nine. One other school enrolled just ten pupils.
- 11. I believe better work could be accomplished in the county institutes if there were some unity in the plan upon which they are conducted. Of course this is not possible, except by conference of the conductors and instructors. If they could get together for a week it might help matters.
- 12. I should be willing to attend such a conference, but would rather have it earlier in the year, as I hold my institute in the spring.

PERRY-WALTER R. KIMZEY.

In Perry County we have a regular County Teachers' Association, which holds three sessions during the school year, the first one being held in October. The county meetings are held at places of easy access and have an average attendance of over 80 per cent of the teachers of the county. The county is also divided into sections, each section holding at least three meetings during the school year, thus making six meetings during the term. Each teacher is expected to attend at least four of the six meetings, and many attend all of them.

The teachers in this county have been reading the Reading Circle books for the past six years, and this season fifty-four per cent of all the teachers in the county passed a creditable examination on the two books of the course ending June 30th, and there were probably fifteen per cent of all the teachers who did the required reading, but did not take the examination.

Only about one half of the school grounds have trees, and many of these are quite small, having been planted in recent years. As many of the schools have but a six months' term, they have closed before time to plant trees. I would suggest that for Southern Illinois an earlier date be selected for Arbor Day, as our season is much earlier than in the northern part of the State, and the regular day set aside as Arbor Day is frequently too late for this section of the State.

While we have few model school houses in this county, yet they are on a par with other localities. Each fall we have "Decoration Day" when the teacher and pupils clean and decorate the building and grounds, and this is generally observed over the county. Some schools have special literary exercises for the afternoon or evening of that day.

Our school districts are large enough in this county to raise the necessary funds for school purposes under the present system of taxation. The levy in the country districts will not average 2 per cent, but in part of the towns it is placed at the full limit of the law.

In this county we had but one school with an enrollment under ten, and that was the colored school in one of the towns. The next smallest number was twelve in a country school where most of the children attended the parochial schools.

While the work to be accomplished varies widely in the different counties, yet I think it is sufficiently general in character to make a conference of the institute instructors a desirable meeting. In Perry county we expect to hold the Annual Institute the latter part of May or the first of June.

PIATT-CHARLES McIntosh.

I herewith submit to you my special report on the matters asked for in your Circular 21:

- 1. Our county has a permanent County Teachers' Association. It holds six meetings each year. The first meeting is held the latter part of September. The meetings are held monthly, alternating between the two largest towns of our county. The December meeting gives way to the State Teachers' meeting. The last meeting is held the latter part of March.
- 2. Probably three-fourths of our teachers do all or a large part of the work of the State Teachers' Reading Circle. We take this work up in our teachers' meetings and the teachers are encouraged to do the reading work assigned.
- 3. Probably we are not doing as much in this line as we might. We are trying to get a library in every school house and thus make it possible for the children to read books suited to their ability. The children are encouraged to take these books home with them at night. The majority of our pupils read two or three good books each year.
- 4. No effort in this direction has been made since I have been superintendent. I have been planning to attempt something of this kind after the election this fall.
- 5. All of our country school houses are on the so called "box car" plan. Most of them are in pretty good shape in the common acceptation of that term when applied to country school houses. We have been making a special effort to have our country school houses fixed up a little, and it was a matter of no little gratification to the superintendent last fall to see that many of the boards had made some substantial improvement in the school house or grounds. There are perhaps six school houses in the county that are unsuitable for school purposes in their present condition. One of them is much too small for the size of the school. I have been trying to get them to build a new school house and they talk as if they would next spring.
- 6. There are 13 grounds without trees. I encourage the observance of Arbor Day. I expect to make a special effort next year to have each of these schools plant some trees on Arbor Day. Several of our schools have very fine yards with plenty of shade.

7. I think that there is more interest taken in schoolroom decoration in our county than ever before. Some little has been accomplished, but there is still room for work in this direction.

We have a good many rooms that are well furnished, we have several that are rather tastefully decorated, and a few that are perfectly comfortable, but not a great many that possess all of these advantages—perhaps ten would include them all.

- 8. Perhaps two or three of the town school districts find it difficult to maintain the school the way they would like to do and pay the salaries the teachers would like to get with the limit of taxation at 2½ per cent. The great majority of the districts, however, have no difficulty whatever.
 - 9. Six schools are still without a library.
- 10. Two schools enrolled fewer than 10 pupils last year, and one school enrolled fewer than five pupils.
 - 11. I do.
 - 12. Yes. Yes.

PIKE-CAROLINE GROTE.

In reply to your circular letter of the 10th inst:

- 1. Pike county has a permanent county teachers' association, known as the Pike County Teachers' Association. It meets annually on the Friday and Saturday after Thanksgiving.
- 2. About one-third of our teachers do all, or part of the State Teachers' Reading Circle work, or its equivalent.
- 3. Only a few of our teachers actively encourage the Pupils' Reading Circle work.
- 4. I have called one such (school officers' conference) meeting. It was very poorly attended.
- 5. At least twelve school houses are either unsanitary or otherwise unsuited to their purpose. About twenty-five need repairs and improvements.
- 6. Twelve school grounds are either wholly or practically without trees. I encourage Arbor Day, but many of our schools close for the year about the first of April, so not much has been accomplished.
- 7. Some of our teachers really decorate; some fill their school rooms with trash, which has neither artistic nor educational value, still others are content to do nothing. The rooms in our graded schools are quite generally well furnished, tastefully decorated or at least clean, and reasonably comfortable. In the country there are twenty school rooms that I should call well furnished, tasty and comfortable.
- 8. I know of eight that find it difficult and three that found it impossible last year.
 - 9. Eighty-four of our schools are still without libraries.
- 10. Eight schools enrolled fewer than ten pupils. None enrolled fewer than five.
- 11. I believe that a conference of institute instructors would be a benefit to our county institutes.
 - 12. I favor it enough to hold the fourth week in June open for that purpose.

POPE-JOHN H. HODGE.

- 1. Yes. Each month.
- 2. About 54 per cent do its equivalent.
- 3. I got the work started last year; I think much interest is and will be shown, 60 per cent of the schools working the library along with Pupils' Reading Circle work.

- 4. Very little to all in one meeting, but have gotten them in sectional meetings.
 - 5. None.
 - 6. About twenty. We do, but it comes too late for our schools.
- 7. The teachers are doing a good part. There are about fifty out of the sixty-five. I think all will be so this year.
 - 8. Two or three, and one can only hold every two years.
 - 9. About twenty-five.
 - 10. None.
 - 11. I do.
 - 12. I do.

Pulaski-Mrs. H. M. Smith.

Replying to your inquiries in Circular No. 21.

- 1. Pulaski county has a permanent county teachers' association, which meets the second Saturday of each month during term time.
- 2. Sixty-five per cent of the teachers of the county are enrolled for Teachers' Reading Circle work for the present year.
- 3. Last year the Pupils' Reading Circle work was prosecuted with fair success. About 50 per cent of our schools secured at least part of the course and everywhere secured they were used with profit and pleasure. We intend to do more this year and keep it going till each school has at least a neucleus for a library.
- 4. All effort to assemble the school officers of Pulaski county has met with little success. The general excuse being want of time and no compensation, the latter being the real excuse.
- 5. The school houses in general are not unhealthful, but due regard has not been given to convenieces for proper ventilation, lighting and heating. Teachers endeavor to overcome this as best they can. I think perhaps 10 per cent of them may be classed as unsanitary on account of location, surroundings, etc.
- 6. Pulaski county is favored with fine trees but I am sorry to say that too often the directors when locating a school, order them all cut down. Only recently are they awaking to the wanton destruction and are endeavoring to replace them. Arbor Day comes too late for our schools. Scarcely any schools are in session later than April 1st. However, we encourage tree planting, some schools having an "Arbor Day" of their own.
- 7. For several years we have had an annual "Decoration Day," at which time all the schools of the county are expected to beautify and embellish the school room and grounds in every possible manner. This has come to be a general practice, and though in many instances the decorations are crude the pupils, patrons and teachers unite in the work and much is done to render the surroundings more attractive. We have about forty comfortable, well furnished schools.
- 8. About five per cent of our school districts would levy more that 2¹₂ per cent if they had the power. At least that number need better work than they are able to pay for with 2¹₂ per cent levy. They all maintain school six months.
- 9. Twenty-five per cent of our schools are without libraries, except a few supplementary text books and dictionary.
- 10. But one school in the county enrolled fewer than ten scholars last year; none less than five.

- 11. I think a conference of educators helpful, whatever may be the line of work discussed. The more able the educators the more helpful the conference, hence I think a conference of institute instructors could not fail of material benefit to county institutes.
- 12. If it is decided to hold a conference the fourth week in June, I will hold the week open for that purpose and will endeavor to attend.

PUTNAM-W. E. HAWTHORNE.

In reply to your Circular No. 21, requesting a statement of the condition of the schools and school work in Putnam county, permit me to submit the following report:

- 1. We have a permanent Teachers' Association that holds a fall and spring meeting at which time our own teachers furnish the most of the program.
- 2. All of our teachers are doing the Reading Circle work, which is conducted under township organization. Much special work along professional and culture lines is also done by individual outline.
- 3. Our teachers are universally following the Supplementary Reading suggested by the State Course. Many schools require a course of special reading in classics before giving eighth grade diplomas.
- 4. Very little success has attended our efforts to assemble school officers; but our teachers' meetings are fairly attended by patrons and officers. Our County Farmers' Association invariably devotes one session of their annual meeting to school interests which is very helpful to school work.
- 5. Most of our school buildings are in good condition, the graded school buildings in every case being heated by steam or hot air. Some of the district schools use hard coal but most of them soft coal.
- 6. We do encourage Arbor Day, and we also encourage proper care of school yard and buildings.
- 7. Most of our schools are well furnished and comfortable, though we are sorry to say a number are much neglected.
- 8. We have but two schools in the county that experience any difficulty in raising sufficient funds for school purposes at 2^{1} ₂ per cent. These schools are along the Illinois river bottom where so much land is valueless.
- 9. Most of our schools have small libraries and are increasing their volumes annually. Much care is exercised in the selection of library books, the County Superintendent being usually consulted.
- 10. Our schools are not large, averaging thirty-five and six-tenths pupils to the teacher. Last year but one school enrolled fewer than ten pupils and that district paid tuition for thirty-four pupils in the graded school in an adjoining district.
- 11. If conferences of other bodies result in good to the craft, why not a conference of institute instructors? By all means have them meet and either have the county superintendents of the State meet with them or else have the superintendents outline a suggestive course for institute work for the consideration of the instructors when they do meet.

In consideration of this proposition we will not hold our institute the fourth week in June, 1901. We owe much to the present advanced condition of our schools to the fact that a large per cent of our teachers are competent and experienced teachers, graduates of normal schools, mature enough to be well developed and men and women of character, and behind the men behind the desks are appreciative constituents who do not hesitate to raise the standard as high as \$75 per month for district school teaching.

Thirty-five per cent of our teaching force are males with salaries running from \$40 to \$77.50 per month for a full school year of eight or nine months.

The ladies are rapidly appreciating in value, being paid as high as \$75 per month in district schools. Where local pride exists and wholesome good-

natured rivalry inspires to excellency of endeavor, we have no trouble to secure proper environment for most successful achievement in school work. We have many districts in such a condition.

While recognizing that there are many improvements yet to be made in our field of activity we are encouraged to believe that the work in Putnam county is in a healthy, growing condition.

RANDOLPH-S. A. MCKELVEY.

I have the following brief report to make of the condition of the schools of Randolph county. In the year 1895 there was organized by the teachers, the county teachers' association. This has continued to exist, holding four meetings during each school year. These meetings are held at different points in the county. Usually these places are selected with the view of accommodating the greatest number, also acting as a stimulus to the educational interests of the locality. It is conceded by all that these meetings have been helpful to all who have been in regular attendance.

- 2. The State Teachers' Reading Circle work has received attention for the past three years. The county is the unit divided into fourteen local divisions, each presided over by a local manager. The work of the year is planned for at the annual institute where the enrollment is taken. The books are also distributed. The time for the first meeting is agreed upon, and the lesson is assigned. Then the work begins uniformly with the opening of the schools. Of the 146 teachers in the county about 100 were enrolled in the work.
- 3. Nothing has been attempted in the Pupils' Reading Circle, except that done by a few teachers in placing the books in their school libraries.
- 4. The school officers of the county are called together annually. One day of the annual institute is designated as "school officers and patrons' day." At the last meeting, August 10, 1900, there were seventy-five school officers present.
- 5. Only a few of the school buildings are in an unsanitary condition. The condition of many more might be much improved. Only a few of the school yards are wholly without trees. Arbor day exercises have been encouraged, and in many cases observed. The work done has not always proved a success. Trees are planted, vacation comes with its long, dry summer. No one being responsible for the care of the trees and shrubery, much of it withers and dies.
- 6. School room decoration has received quite a good degree of attention from the individual teacher, but very little attention from school boards, even when a new building is erected. Plain white walls are thought to be perfection. Education is what is needed. Many school officers do not know that there is anything better than the box car style of school building, with its plain, white walls. Perhaps there are fewer than a dozen tastefully decorated and perfectly comfortable school rooms in the county.
- 8. There are two districts only in this county that find it difficult to maintain six months of school as required by law. One of these is an island in the Mississippi river where land is not valuable, and where the size of the district must remain the same. Another a small district where there is but one child of school age.
- 9. About one-half of the districts are still without libraries. An effort is being made to materially reduce this number during the present school year. The matter is receiving a good degree of attention from teachers and school officers, and we hope to be able to make a much better report next year.
- 10. One school reports fewer than five pupils last year, and one school fewer than ten pupils.
- 11. I do think a conference of institute instructors would be a good thing. I will agree to keep open the fourth week of June for that purpose.

RICHLAND-R. N. STOTLER.

Richland county has no permanent teachers' association, but monthly meetings are held under the direction of the county superintendent who arranges the program and directs the meeting.

Referring to the Teachers' Reading Circle work, I presume one-half of the teachers of this county follow it, in the main, or do work equivalent in that direction.

But little has been done with the Pupils' Reading Circle work here, but the teachers are providing much supplementary reading for younger pupils, and, in this way, are doing equivalent work for them.

No special effort has been made in this county to assemble the school officers for conference, but the invitations to attend institutes and teachers' meetings always include a notice to officers and patrons. I certainly endorse the plan of making a special effort to have school officers meet for conference.

Many school houses in this county are not specially suited to best sanitation. The houses, for the most part, are in good repair and are as well suited for sanitary conditions as the average school houses of the State.

About fifty per cent of the houses are, I am sorry to say, without trees. Arbor Day exercises are encouraged in this county, and the results are fairly satisfactory.

Much attention is being given, of late years, by the teachers of the county, to the matter of decorating the school rooms. Many rooms have nicely papered walls, and on many walls are pictures of ablest writers and famous statesmen. I presume there are forty tastefully decorated and perfectly comfortable school rooms in this county.

All districts in this county maintain school six months, but fully twenty-five of them are obliged to economize too much to enable them to have the best advantages possible, and remain within the limit of taxation.

There are but few schools here without libraries. Some of them, it is true, are meager, and the books are few, but the interest in the work is increasing.

Only one school in this county enrolled tewer than ten pupils; none enrolled as few as five.

A conference of institute instructors would certainly be beneficial. Many instructors still hold to the old ideas and their work before the teachers is without good results.

I favor the holding of such a conference, and, if it is held next year, I shall hold the week devoted to it open for that purpose.

ROCK ISLAND—S. J. FERGUSON.

Replying to your Circular 21, I report as follows:

- 1. Rock Island county has a permanent County Teachers' Association. We hold one regular meeting each year, the Friday after Thanksgiving. It includes the entire list of teachers of the county, and the majority of them attend.
- 2. We have not done the Teachers' Reading Circle work, but the great majority of our teachers do professional reading. Moline read Tompkins' Philosophy of Teaching, Rock Island read Tayler's Study of the Child. The district teachers read Tompkin's School Management. This year we are reading McMurry's Methods of the Recital. This work is done with a feeling that we are getting what we need.
- 3. In a great many schools have the teachers secured the Pupils' Reading Circle books or other good books, and from these collections much interest has been aroused in books, and better work is done by those pupils who have been induced to read.

- 4. I have recently tried to confer with some of my directors, and the success has been varied. Our plan was to meet in convenient places, with as many as could come to these respective places. Our meetings were, when well attended, helpful and encouraging.
- 5. It would be safe to say that 75 per cent of school houses of the county are unsanitary.
- 6. There are very few school grounds in the county without trees. I encourage Arbor Day and with it the necessity of a general cleaning and beautifying of grounds. Some very pleasant results have come to my attention. Teachers point to these improvements with much pride.
- 7. There are very few schools in the county tastefully decorated. We have given this no attention in our meetings, but will begin with it this year. Rock Island and Moline are doing some very good work in this line. Perhaps there are 25 comfortable school houses well seated and properly fitted up.
- 8. I know of but one district in the county unable to maintain a legal school at the legal rate of taxation.
 - 9. There are perhaps twenty-five schools in the county having no library.
- 10. We have ten schools with an enrollment of fewer than ten pupils. Five schools have an enrollment fewer than five.
 - 11. I do.
 - 12. I do. Will plan for it.

SALINE-LEWIS E. YORK.

Referring to Circular 21:

- 1. Yes; meets three times a year, or bi-monthly during school.
- 2. About one-half.
- 3. A great number of our teachers are having pupils do the Reading Circle work; some are doing a part of it.
 - 4. Not very successful.
 - 5. About one-quarter.
 - 6. One-half. Yes, we are doing some work in that line.
 - 7. We have special decoration days. We have very few in that condition.
 - 8. About three or four.
- 9. Greater portion. We are doing more work and better work this year than ever before.
 - 10. None.
 - 11. Yes.
 - 12. (a) Yes. (b) Yes.

SANGAMON—CHARLES VAN DORN.

Answering your Circular No. 21, of Aug. 10th, will say:

- 1. We have a permanent Teachers' Association, which holds a regular meeting once each year, during Thanksgiving holidays.
- 2. About 95 per cent of our teachers (outside of Springfield), do our Reading Circle work, but not the State Reading Circle. Our local course this year embraces:

The State Course of Study, Hughes Mistakes in Teaching, White's School Management.

- 3. Our teachers are doing very little with the Pupils' Reading Circle work.
- 4. When I entered office it was my intention to form if possible a School Directors' Association, but because of so much other heavy work have not undertaken the plan. Have made no effort to assemble them in conference.

- 5. Perhaps 10 per cent of our buildings are unsuited to their purpose.
- 6. About 25 per cent of our school grounds are without proper trees. lexpect to request our teachers next year to plant trees where they are needed.
- 7. We are this year giving special attention to school room decoration. Probably 10 per cent of our schools are well furnished, tastefully decorated, and perfectly comfortable.
- 8. None of our districts have trouble in maintaining school six months, because of the 2^{1} 2 per cent limit. Two or three districts have the tax up to or above the limit for an eight months' school.
 - 9. See annual report for 1900.*
 - 10. Probably 5 per cent of them enrolled ten or less last year.
 - 11. I answer yes to No. 11.
 - 12. I answer yes to both questions in No. 12.

SCHUYLER-L. J. MCCREERY.

Enclosed find answers to questions asked in your Circular No. 21.

- 1. Yes.
- 2. Fifty per cent.
- 3. Not at all.
- 4. A failure.
- 5. Forty.
- 6. Thirty-five. I do.
- 7. Some are buying pictures. Not more than ten.
- 8. None.
- 9. Seventy per cent.
- 10. Not any.
- 11. I do.
- 12. I do.

SCOTT-ELMER F. WALKER.

I will try to respond to your request of August 10th. I will give the answers in the order called for on the Circular.

- 1. Yes. Number of meetings five or six a year.
- 2. One-half.
- 3. Very little.
- 4. Have not called for conference but have issued circulars.
- 5. None are unsanitary, but some are very old and ragged, about three.
- 6. None. Yes.
- 7. Most all are doing something.
- 8. None.
- 9. Seventy-five per cent.
- 10. One.
- 11. I am not certain that I understand what is meant by number eleven. If it has reference to annual institute, I would say yes. While if it refers to county meetings I would be unable to answer it, as the instructors at such meetings are made up from the teachers of the county and change most every year.

^{# 141} schools.

SHELBY-JAMES A. MONTGOMERY.

- 1. Yes. One to three meetings a year.
- 2. Practically none. We are taking steps in the direction of improvement.
- 3. Very little as yet.
- 4. No conferences have been held or attempted.
- 5. Two or three ought to be condemned. A few others need repairs. Mainly the school houses are in good condition. But more than half have neglected out-buildings.
 - 6. About 20. Yes.
 - 7. About half the schools are decorated to some extent.
 - 8. None.

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- 9. Nearly all without libraries.
- 10. None.
- 11. Yes.
- 12. Yes.

STARK-GEORGE O. FRANK.

The following is the report requested by you in your circular dated August 10, 1900:

- 1. No. I call them institutes. We meet three times a year.
- 2. Seventy five per cent do part of Reading Circle work; five per cent or less do all Reading Circle work. "The Study of the Child" was read the past year by seventy five per cent of the teachers, it having been known that some of the theory and practice questions in examinations for teachers' certificates would be taken from that book. Twenty per cent was given applicant if he had read it.
 - 3. Not at all.
 - 4. No attempt.
 - 5. Five or six out of seventy.
- 6. (a) Five or six out of seventy. (b) Yes. Send out circular from State department. Many schools use program.
 - 7. (a) Pictures—poor ones. (b) Ten probably.
 - 8. Three this year. Two last year.
 - 9. Fifty two.
 - 10. (a) Fourteen. (b) Two of the fourteen.
- 11. Most assuredly I do. I know it. Better yet, put all applicant fees into one fund. State department pick out instructors and send them to Stark county, Peoria county, etc., at set date. Little counties need the big instructors but fund is too little. It would even up and help all alike. Put all school money in one fund and let poor counties—poor districts, have same opportunity to educate their children and have a good teacher just the same as the rich county or district. We are all Illinois citizens and one has the same rights and is entitled to as much as another. Not so is it in the poor district and rich district. Even it up, I say.
- 12. Yes, sir. Send me the announcement and I'll be on hand even if you hold the meeting in Egypt.

ST. CLAIR—CHARLES HERTEL.

I herewith submit my replies to your questions contained in circular 21, as follows:

- 1. Yes; regular meetings are held four times each year.
- 2. About fifty per cent.

- 3. The majority of our teachers are encouraging the Pupils' Reading Circle, or some equivalent.
- 4. We do not succeed in getting a very large per cent of the school officers to attend the school officers' meetings, which are held twice each year, but the work done and the enthusiasm created is felt in the schools of the entire county. The questions and discussions of these meetings are published by the "press" of the county.
 - 5. Only a few.
- 6. Quite a number without trees. I encourage tree, shrub and flower planting, and with very good results in most cases. Arbor Day comes too late for this section of the State. With a state reaching as far north and south as Illinois there should be three days for Arbor Day. Different dates tor the northern, central and southern sections of the state.
- 7. Many teachers are decorating their rooms with pictures, drawings, pupils' work, winter boquets, etc. Nearly all of our school rooms are well furnished, comfortable, and have some decorations.
- 8. We have but one school of six months' duration, a few with seven months' terms, and all others have terms of eight, nine and ten months. Quite a number of our districts would extend their terms from eight to nine months if the two and one-half per cent levy would be sufficient to do so.
 - 9. About thirty per cent.
 - 10. None of our schools enrolled as few as ten pupils.
- 11. Yes, I believe the work of the county institute could be improved through a conference of institute instructors.
 - 12. Yes. Yes.

The schools of our county are, with a few exceptions, in a prosperous condition. The number of teachers has increased, during the six years of my administration, from 290 to 346, and the salaries are gradually increasing. Much attention is given to literature, nature study and science work in the graded and rural schools. Our teachers, as a whole, are enthusiastic, progressive, and love their calling. They are supported by an appreciative public. We are very hopeful for the future.

STEPHENSON—R. W. BURTON.

There is no permanent teachers' association in our county. Our annual institute is well attended, as are also from three to fifteen 'local institutes' held in different parts of the county during the year.

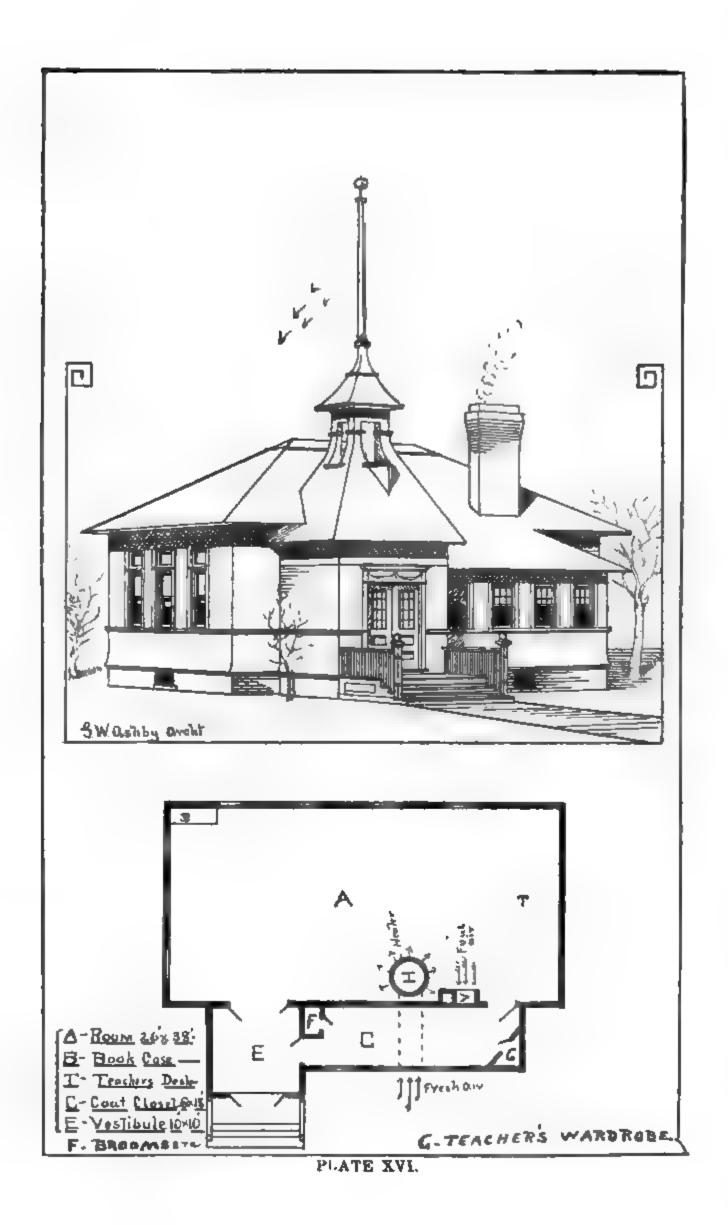
A large proportion of our teachers did the Reading Circle work of the past year. Over one hundred pursued the course arranged by the State committee and fifty more did a line of reading suggested by the county superintendent.

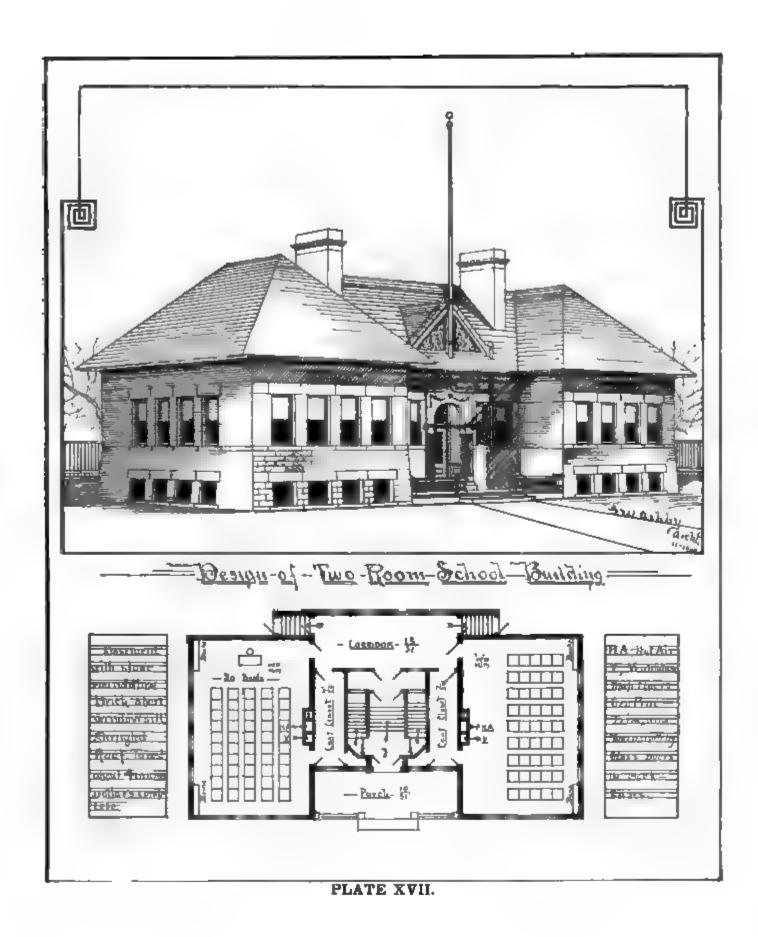
So far, the Pupils' Reading Circle work claims little attention. A few districts buy the books each year to enlarge their school libraries.

To secure anything like satisfactory attendance of school directors for a conference is one of the difficult problems. One year, I succeeded in getting out one hundred and fifty officers. Had the superintendent time to devote to the work, by personal appeals and holding a multiplicity of meetings at different times and places in the county he might succeed to a reasonable degree.

Our school houses as compared with those of other counties are in fairly good condition, though none, outside the cities, are constructed upon sanitary principles. Only a very few could be regarded as "unsuited" for school purposes. Many have recently been repaired and equipped with slate blackboard and modern furniture.

Only a few of our school grounds are destitute of shade trees, and these districts are gradually coming to see their value and each Arbor Day contributes something toward beautifying the grounds. Arbor Day is quite generally observed in our county.





Up to date the decorations of school rooms vary in quality and amount with the taste and the ability of the teacher along this line.

This year our local reading course is to consist in part of a work on sanitation and decoration of the school room. Even now we have many well furnished, comfortable school rooms, but of these only a few can be said to be well decorated. Along this line there is much room for improvement, both on the part of the director and the teacher.

No district in our county so far as I know has found difficulty in maintaining school for six months under the limitation of two and one-half per cent taxation.

Within the last three years district libraries have multiplied rapidly. Of the one hundred and forty seven buildings not more than forty are today without at least the nucleus of a library. The present year I believe will see these delinquents supplied.

As a rule the schools of our county have fair enrollments. Not more than two have an enrollment of less than ten pupils, none fewer than five. It will be a joyous day for the children when distance can be annihilated and several of these small schools consolidated into one efficient organization.

In this county when we do not hold a summer normal, a strong annual institute is organized. This year our corps of instructors was carefully selected and proved very efficient. The first day of the session one hundred and seventy members enrolled. In all two hundred and twenty-five were present during the week.

That the average county institute can be much improved there is little doubt, but how a conference of institute instructors is to work the change is not so clear to me.

If it is intended that these conferences shall afford opportunity for authorized instructors to discuss branches usually taught in the institute, and methods of presenting them, then I can see how much good may be accomplished, and most assuredly favor a June meeting for next year. In neighboring states this plan has already yielded good results.

TAZEWELL-W. P. MAVITY.

- 1. Yes; two meetings a year. We have eight local divisions that meet once a month during school months.
 - 2. All read at least one book.
 - 3. Only in a few schools.
 - 4. I have made no attempt.
 - 5. About ten.
 - 6. About twelve. Yes.
 - 7. Most all are decorating by pictures or other means.
 - 8. Four or five.
 - 9. More than half.
 - 10. Two. One.
 - 11. Perhaps.
 - 12. I do not promise to hold a week open for that purpose.

Union-George Barringer.

In answering your circular No. 21, of August 10, 1900 I have the following to say upon the twelve questions, to-wit:

1. We have a permanent teachers' association that meets once each month during the term of schools in the county. Its sessions are held at five different towns in the county during the year, and has a good influence with the

citizens of the several towns, for we call on the pup...
tainment exercises, which they enjoy very much, especially part in the class drill exercises.

- 2. The State Teachers' Reading Circle work is being done by about eighty of our teachers. Renewals of certificates next year will be based largely upon the Reading Circle books for this year.
- 3. The Pupils' Reading Circle work is getting due consideration and will be put into a good number of the schools this year.
- 4. We had a special day set apart in our annual institute this year for school officers. The attendance was not large, but we had a burning session. They asked questions and were informed as to the law and their duties. They were greatly pleased.
- 5. Our school houses are in good repair, clean and in good sanitary condition, with good and sufficient ventilation.
- 6. Most of the school grounds have forest trees, for they have been built in the woods or near the woods. We have a heavy forestry in this county.
- 7. There is not a school room in the county without some decorations. A great many are quite elaborate. They are well furnished with good seats that are comfortable for all grades, and the rooms are made comfortable for the children.
- 8. None of our districts ever need to levy the limit of 2½ per cent. All of the districts in this county have some money on hand to meet the school expenses for this year, and a few have enough without drawing on next year's revenue. I have advised the boards to levy, so as to have about enough to meet three-fourths of the expenses for the year. Then they do not have a great surplus tied up, neither do they pay interest on teachers' orders for much more than one month in this county.
- 9. Some of our schools have excellent libraries, while a large majority of our country schools have but a few books, but are starting right and will succeed in making a good showing.
 - 10. We are without a school with an enrollment as low as ten pupils.
- 11. If we are to get a general benefit throughout the State by use of the State course of study, a conference of instructors would be very beneficiable but if each town or village formulates its own course then it might be questionable. I am quite sure if you would send out a circular to the count superintendents throughout the State to have the State course used in the schools under accredited high schools, it would bring a few or perhaps man by rebellious teachers into line and give a proper accounting. I would like the meet in conference and hear this subject discussed, for if we expect efficient work from the teacher, we must know he is both able and willing to do in the Willingness has a great deal to do with it.

I can arrange to attend at the time you mention.

VERMILION—R. B. HOLMES.

In compliance with your request of Aug. 19th, I submit the following port:

- 1. Vermilion county has a permanent County Association which meets t De Friday and Saturday following Thanksgiving.
- 2. About three-fourths of our teachers do the equivalent of the Teachers' Reading Circle work.
 - This work is very largely encouraged this year.

mars of the county. One Saturday I am in one

- 6. We have some of our grounds without trees, but the last year or so Arbor Day has been generally observed.
- 7. Many of our school rooms are very tastily decorated and it is a pleasure to be in them. We have some, however, that are not neat, but the sentiment is becoming so strong for clean, nicely decorated rooms that these teachers are bound to improve their rooms or step out of the school work.
 - 8. Not over three, and there is a movement on foot to consolidate them.
 - 9. About one-third of them have no libraries.
 - 10. None enrolled fewer than 10.
 - 11. No.
 - 12. —.

WABASH-J. E. RAMSEY.

I wish to submit the following brief report concerning the educational work in Wabash county.

The schools of this county are in a healthful condition and are steadily improving in efficiency. There is an increased interest in the cause of education on the part of teachers, pupils and patrons. The majority of our teachers show a good, earnest spirit in the profession. The standard of qualification has been gradually raised from year to year, both along the lines of professional and academic knowledge. It is gratifying to know that the directors and patrons of many districts have learned that it is cheaper to pay good wages to a teacher who does his work well than to pay cheap wages to the teacher who does his work poorly.

Wabash county has a permanent County Teachers' Association. This association has annual meetings lasting three days usually. The meetings are held just before or just after the holidays, at the county capital. For the past few years nearly all our teachers have attended these meetings. In nearly all cases directors have given teachers this time. These meetings have done much to make our schools better.

Besides this association our county is thoroughly organized into township, or more specifically speaking, sectional meetings. The county superintendent appoints a leader for each section, and this leader organizes his section, electing officers, etc., and each sectional meeting is held monthly at some central point. At the time of the annual institute the county superintendent selects the pedagogy and the literature and other professional reading to be read by the teachers during the year. This year our teachers are to be examined in Patrick's Pedagogy, Shakespeare's Macbeth and Cooper's Last of the Mohicans. Besides they are to read the State Teachers' Reading Circle books. A portion of each teacher's monthly program is given to this professional work, and a portion to any other work they may desire. By this plan our teachers' meetings are made interesting, entertaining and to a high degree helpful and professional.

Wabash county also belongs to a Tri-County Teachers' Association, composed of the teachers of White, Edwards and Wabash. This association held its second meeting in Mt. Carmel last year. This year the meeting is to be held in Carmi and the next in Albion, and so continue. We believe these meetings will not only be helpful to each of these counties, but we believe it will help to advance the educational interests of this portion of the State.

Our teachers all do the State Teachers' Reading Circle work. Sometimes we use one book in the place of one of the Reading Circle books.

Teachers are encouraging the Pupils' Reading Circle work by placing the books in the school libraries. Where this cannot be done through the school board, entertainments are made, pie suppers are held, private subscriptions are secured, donations from pupils are made, etc., and the money is used to purchase books for the library. Some teachers take an hour on Friday of each week to talk about the books read by the pupils. Sometimes pupils are asked to write a review of a book read and this is used for language work.

By using a variety of plans, pupils become interested in reading the books. When children become interested, it is not difficult to find a way to secure the books.

For the past two years, we have not succeeded very well in securing interest and attendance of school officers at conferences. As no compensation is received, they are beginning to take little interest in those meetings. I am unable to say what may be the results in that direction in the future.

We have a very few school houses which are unsanitary and yet in one sense nearly all are unsanitary, because the heating and opportunity for ventilation are not modern. So long as houses are heated with stoves, unscreened, and no arrangement for ventilating other than the windows, has been made, houses will be unsanitary. We have four buildings entirely unsuited for school purposes.

Nearly all our school grounds contain shade trees. A great many trees are planted each year. Arbor Day is too late in the season for planting trees in this section of the State and comes when but few of our schools are in session. Trees to grow well should be planted either late in the fall, in the winter or the early spring. Arbor Day should be arranged accordingly. It will never accomplish the purpose for which it is designed until a change in the time is made. We encourage tree planting in every way possible.

Many of our teachers are taking much interest in decorating their school rooms. While this is true, I must acknowledge that there are a large number who have little or no interest in this direction. The superintendent in his visits talks to the teacher privately about decorating his school room and the pupils publicly in his talk to them.

Nearly all our schools can maintain a school six months with the 2½ per cent allowed for school purposes.

All our schools except three have started libraries. These books are read by pupils and parents.

We had one school last year where the enrollment was only seven. This enrollment included all who were of school age.

I believe a conference of institute instructors might be made helpful. It certainly would have a tendency to make our institutes better. As some of the institutes are held in May and many of them in June, it would seem to me that the conference should be early in the year. Our institutes are always held in August.

WARREN-MARY E. SYKES.

In response to yours of August 10, would say:

- 1. This county has a permanet county teachers' association. Meetings are held each month at the county seat and other convenient centers, for the purpose of discussing the reading circle work and other subjects of school interest.
- 2. One hundred teachers did the State Teachers' Reading Circle work last year. Fifty others, chiefly teachers in graded schools, followed special course under direction of city superintendents. Twenty-five did no definite work. All are expected to follow the State course this year.
- 3. The Pupils' Reading Circle work is not followed according to State plan, but many of the books are purchased and read.
 - 4. Have not been successful in holding meetings of school officers.
- 5. It is a difficult matter to state how many school houses are unsuited to school purposes. Had I the power to condemn, would have new houses in about twenty districts. We have many good buildings, and two country school houses have furnaces, which give excellent satisfaction. Many buildings were repaired this year, with new desks, slate blackboards, paint and paper.
- 6. About twenty-five school-yards have no trees. I do encourage Arbor Day.

- 7. Much has been done in the Monmouth schools in school-room decoration. All rooms are suitably tinted or papered, and good pictures, representing the work of the best artists, are on the walls. A number of good casts have also been purchased. The fact that over three hundred Prang Platinettes were purchased at the annual institute this year by the county teachers, shows that the work is extending throughout the county. Drawing has been taught for the past seven years at our county institute, which has given us quite a sentiment in favor of art. In spite of this fact, many rooms are extremely inartistic.
- 8. All districts in the country maintain school, without difficulty, six months and more.
 - 9. Only about half the schools have libraries.
- 10. Eight schools in this county enrolled fewer than ten pupils last year. None enrolled fewer than five.
 - 11. I do.
 - 12. I do, and would attend such a conference.

WASHINGTON-J. T. GIBBS.

Referring to your Circular No. 21, I have the honor to report:

- 1. The Washington County Teachers' Association is a permanent organization, and every teacher in the county is a member. It was organized in 1879, and has held regular meetings every year. In the earlier years of its existence, the meetings were held monthly, but now the plan is to hold three meetings during the school term and one meeting during the annual institute.
- 2. About seventy-five per cent of the teachers do all of the State Teachers' Reading Circle work, and about twenty-five per cent of the teachers do part of the work.
- 3. Considerable work is being done along the line of reading for the pupils, and a few of the schools use the regular Pupils' Reading Circle books.
- 4. Two very successful meetings of school officers have been held, the attendance numbering about twenty-five per cent of the school officers of the county.
- 5. There are no school houses in the county that are positively unsanitary, but three or four are too small to properly accommodate the pupils.
- 6. Seven school grounds in this county are without trees. We encourage Arbor Day, and this spring quite a number of trees were planted. However, the date for Arbor Day is usually too late to reach those schools that most need it in this part of the State. Most of our rural schools are closed several weeks before Arbor Day.
- 7. The matter of school room decoration is receiving more and more attention. Many school rooms, rural as well as city and village, are tastefully decorated with pictures, such as Perry pictures, and other works of art, with bright colored autumn leaves, ferns and grasses, and with artistic work of the pupils. About thirty school rooms may be said to be well furnished, tastefully decorated, and perfectly comfortable.
 - 8. None, though some seem to pay rather meagre salaries.
 - 9. About seventy-five per cent.
 - 10. None.
- 11. I certainly do believe that the work of the County Institutes could be improved by a conference of Institute Instructors.
- 12- I favor such a conference, and shall hold the fourth week in June, 1901, open for that purpose.

WAYNE-JOHN L. YOUNG.

Yours at hand, and noted. I am sorry I could not get to this sooner. I had a similar circular from you before, but have been so busy I could not get to it. I will answer by the numbers on the circular:

- 1. We have a regular County Teachers' Association. It meets once a year.
- 2. Only a small per cent of them take the regular course, but most of them do general work along this line.
 - 3. Our teachers have done but little with the Pupils' Reading Circle.
 - 4. Had only fair success in this line but I try to visit them personally.
- 5. Our school houses are reasonably good. Some of them, however, are poorly arranged as to light, and a few are poorly arranged for ventilation.
- 6. (a) Only a few entirely without trees. (b) I do, I believe in shrubbery on school grounds.
- 7. Our teachers use drawing of the pupils and some portraits of authors, as decorations. A good majority of our school houses have fairly good decorations. Our teachers do fairly well.
 - 8 None.
 - 9. About nine-tenths of them.
 - 10. (a) None. (b) None.
 - 11. I do.
 - 12. I do, and would be glad to have you meet with us at this place.

WHITE-EVERETT MCCALLISTER.

Here are my answers to Circular No. 21.

- 1. We have a county teachers' association which meets every six weeks or about that often.
- 2. Out of one hundred and seventy-five teachers, one hundred and twenty-five took the Reading Circle work. We use one hundred and fifty-two teachers now.
- 3. We are not doing much with the Pupils' Reading Circle work yet. The work will be done in probably a dozen schools in the county this year.
- 4. I have not tried to have meetings of school officers yet, but am going to try it this year. Of course I cannot do much now till next year.
 - 5. I can only count twelve.
- 6. About seventy-five. I do and have succeeded in getting trees in some places.
- 7. We observed decoration last year. I think nine teachers out of ten hung evergreens, pictures or in fact most anything that would tend to beautify, on the walls.
 - 8. None.
 - 9. About one hundred, more or less.
 - 10. None.
 - 11. I do. I don't understand the last part of your question.

WHITESIDE—W. J. JOHNSTON.

In reply to your Circular No. 21, dated August 10th.

1. Our county has a good strong county teachers' association. We usually hold three meetings a year, one of them a two days' meeting, but the members of our association may be called together at any time by the executive committee of the association.

- 2. We do not do all of the Teachers' Reading Circle work, but fully three-fourths of our teachers do the equivalent of that work. Our plan is to take one book of the circle and study it very carefully.
- 3. There is an excellent growth along school library lines in the county and I do all I can to encourage it. Interest in the Pupils' Reading Circle work is also growing healthfully.
- 4. I find a large per cent of the school officers will attend school gatherings in or near their own townships if the proper tact is used in putting the matter before them. Superintendent Inglis, only a few weeks before his death, addressed a mass meeting of school officers in this county.
- 5. Probably 10 per cent of the school houses of this county are unsanitary in character. We now have but very few real poor school buildings in the county, but yet many of them are not what they ought to be.
- 6. Most of our school yards have nice groves of shade trees. Where these are lacking, I encourage, in every way possible, the immediate planting of shade trees.
- 7. In the matter of school room decoration, without any boasting, I believe our county will rank right up with the good ones. In this direction we have an excellent interest in our ungraded schools as well as our graded ones.
- 8. The present permissible rate of school tax levy, 2¹₂ per cent, gives all all our districts ample means for carrying on a good year's school.
- 9. A limited number of our schools have yet no school libraries but the number of such districts is rapidly growing less.
- 10 We had probably a dozen schools with ten pupils or a lesser number. I only found one with less than five. This school had four pupils.
 - 11. Yes.
- 12. For the past three or four years this has been my normal week, but if such a meeting is planned I am willing to select a different date for my institute.

WILL-WILLIAM H. NEVENS.

I have the honor to submit the following report in accordance with Circular 21:

- 1. Yes. Three meetings.
- 2. About 95 per cent during 1899-1900.
- 3. Not very largely.
- 4. Have had a few meetings, which were fairly successful.
- 5. Comparatively few.
- 6. Most of the school-grounds have trees. I encourage Arbor Day.
- 7. Our teachers do quite a good deal of school-room decoration, but in various degrees of perfection.
- 8. I think all districts in this county can support six months' school within the limit of 2^{1} 2 per cent of taxation.
- 9. I am unable to give a definite answer. Quite a number have libraries, and some others a nucleus.
 - 10. Eight schools less than ten. Three schools less than five.
 - 11. I do.
- 12. The fourth week in June is our institute week, otherwise I would say yes.

WILLIAMSON-M. N. SWAN.

In reply to Circular No. 21, issued from your office August 10, 1900, I wish to submit the following answers:

- 1. This county has a permanent county teachers' association, which meet monthly from September to March.
- 2. About 80 per cent of the teachers of this county do all or a part of the State Teachers' Reading circle work, or its equivalent.
- 3. About 30 per cent of the teachers encourage the Pupils' Reading Circle or its equivalent.
- 4. I have made no special effort to assemble the school officers for conference, but have given them invitations to meet with the teachers at their regular monthly meetings. Very few, as yet, have responded to the invitations
 - 5. We have ten school houses that I consider unsuitable for school purposes
- 6. There are forty-one school-grounds without trees. I encourage the planting of trees on school-grounds, but I do not encourage the observance of Arber Day, as selected by the State Superintendent, because the time selected is too late in the season for trees to live in this latitude.
- 7. Much good has been accomplished in this county along the line of school-room decoration. Many school houses have been made to appear cheerful and home-like by proper decorations.
- 8. There are three districts in this county that find it difficult to maintai school six months with the present rate of taxation, and one district that cannot support a school six months at the 2½ per cent rate of taxation withour unning in debt each year.
 - 9. Ninety per cent of the schools have no libraries.
 - 10. None.
 - 11. Yes.
- 12. I do favor a conference of institute instructors, and I am willing t hold the fourth week of June open for that purpose next year.

WINNEBAGO-O. J. KERN.

Replying to your circular 21:

- 1. No permanent county teachers' association. Instead the county is divided into five divisions each of which meet once a month for five or si months of the year.
- 2. In 1899-1900 there were 175 teachers enrolled in our teachers' meeting pursuing the study an equivalent to the Teachers' Reading Circle work.
- 3. Can't say definitely as to number. Quite a number put books into the school. Will push the matter this year and hope to devise some system whereby I can get results recorded for future use.
- 4. Have not yet attempted to assemble them. In my last circular to direct ors have asked them if they are interested enough to attend such a meeting i held in Rockford, March, 1901.
 - 5. I should say about fifty per cent.
 - 6. Fully fifty per cent. Yes in every way possible.
- 7. We are making a start with the Perry and Prang pictures. We wistudy School Sanitation and Decoration in our monthly institutes and make special feature of Art and Artists at our annual institute in April, 1901. No many "well furnished, tastefully decorated, perfectly comfortable" districts school rooms in our county.
- 8. None. One district will have no school the coming year as there is onl one child in the district. This pupil will be sent to an adjoining district, tuition paid. School house at home closed and directors congratulating them selves on no school tax.

- 9. Fully thirty or forty. Being a new man I have not yet reduced things to where I want them in the way of reports from districts. Have had so many things to bring up to working order. Am making the library idea a special one. And am planning to have complete reports by June 30, 1901.
- 10. Five schools the past year enrolled exactly ten pupils. Thirteen schools enrolled fewer than ten pupils and four schools enrolled fewer than five pupils. This estimate is exact as I have reports on file from the various teachers for all the past school year.
 - 11. Yes. If institute instructors would meet.
- 12. I favor such a conference but fear I could not attend the fourth week in June. That is one of the busiest of the year. Final examinations for country pupils come about that time and I am planning to have graduating exercises. Besides my institute is held in April and the June conference would not do me much good. Do you think the instructors would go to the expense of attending a conference? They should do so as many of them charge enough for their services. To illustrate, some require from \$50 to \$100 and expenses for five days of two to four hours per day. Last year one instructor cost me \$100 for two periods of forty-five minutes each for five days. Now as you suggest every county superintendent ought to instruct in his own institute. If he does so his pay is \$4 per day for five days or \$20 for the week, which is about what some instructors get for a single day. Perhaps the county superintendent does more work. Yes I shall try to attend such a conference.

WOODFORD-W. J. WHETZEL.

Following are answers to questions contained in circular 21 issued by you.

- 1. No.
- 2. Nine-tenths of the teachers did part of the State Teachers' Reading Circle work last year.
 - To a small extent.
 - 4. Poor success.
 - 5. Two are unusually so.
 - 6. Five school grounds are without trees. Yes.
- 7. They are using appropriate pictures, blackboard drawings, etc. About fifty.
 - 8. None.
 - 9. One-half.
 - 10. None.
 - 11. No.

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Summary for 1899.

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Summary for 1899.

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Summary for 1899.—Continued.

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12	Number of districts hav- ing school 110 days or more	25828484843284232882333	11,706.1
9	No.of dists having school less than 110 days		22
15	No. of districts having no schools		R
16	Total days' attendance.	1. 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	115,094,426
3	Days of attendance in ungraded schools	######################################	30, 874, 995
23	Days of attendance in graded achools	25.55.55.55.55.55.55.55.55.55.55.55.55.5	85, 119, 430
=	Total number of pupils enrolled	400 44000 4444 6400 400 644 600 4	945, 142
10	No. of female pupils en- rol'd in ungr'd'd schools	444444 0 11114 1124144444444444444444444	167, 148
о»	No. of male pupils en- rol'd in ungr'd'd sebools	11-14-14-14-14-14-14-14-14-14-14-14-14-1	163,014
90	No of female pupils en- rolled in graded schools	2000 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	800,010
£	No. of male pupils en- rolled in graded schools	8 4 1 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	294,976
80	Total number of persons between the ages of 6 and 21	2 4 4 5 4 4 4 5 4 4 5 5 4 6 5 6 6 6 6 6 6	1, 534, 212
40	No. of females between the ages of 6 and 21	868889489888888888888888888888888888888	758, 773
•	No of males between the sges of 6 and 21.	表に当りませた。 のではいる。 のではなり、 のではなり、 のではなり、 のではない。 のでは、	776,439
643	Total number of persons under 21 years of age	5. 12. 12. 12. 12. 12. 12. 12. 12. 12. 12	2, 220, 949
N	No. of females under 21 years of age	8000 4 4444 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1,094,431
-	No. of males under 21 years of age.	株式は大きないたなどにためばめ 4年にあれる 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	1,126,617
	Courties.	Chland. Cool leland.	Totals

Summary for 1889-Continued.

	*	Total No. mouths taught in public schools	
TAUGET.	24	No. of months taught by female teachers in un- graded schools	\$ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	23	No. of months taught by male teachers in un- graded achools	2-48=43=25268=3488846428P
MONTES	=	No. of months taught by female teachers in graded schools	######################################
WD M	8	No. of months taught by male teachers in graded schools	产业的政治部 企业的发展的对象的企业的企业的对象的
	2	Total No. of teachers	25 11 12 12 12 12 12 12 12 12 12 12 12 12
TRACHERS	92	No. of female teachers in ungraded schools	<u> </u>
SCHOOL,	11	No. of male teachers in ungraded schools	表 1
OP 80H	2	No. of female teachers in graded schools	######################################
	2	No. of male teachers in graded schools	第一部の中間の対象をははいるはは、あっているははなのはは
Montes	14	Average No. of months of achool.	84444800000000000000000000000000000000
SCHOOLS.	#	Total No. months schools were in session.	
	21	No. of months ungraded schools were in session.	1, 25, 25, 25, 25, 25, 25, 25, 25, 25, 25
Houses.	Ħ	No of months graded schools were in session.	22:52522222222222222222222222222222222
	9	Total No. public schools .	######################################
SOHOOL	•	No. of ungraded schools	ZB88855885588893588887488
Вно мгио	60	No. of graded schools	240-086558305034100H040
	E	No, of public high schools	SHORMS - SESSESSESSESSESSESSESSESSESSESSESSESSES
101		No. of school houses built during year	ウーカ・・ウーー : 3070101 : 202020000000 : : 2020
Statistics,	NO.	Total No. of school houses	22552222222222222222222222222222222222
	-	No, of log school houses	94 94 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
ERAL	.00	No frame school houses.	Staggssystem 1
II.—General	04	No. brick school houses	Nanardassassas artigana asta
		No. atons achool houses	9 : 10 : 11 : 1 : 1
TABLE		Courtes.	Adams, Adams, Bond Bond Bonne. Brown. Brown. Calbour. Carbour. Christian. Christian. Christian. Christian. Cook Cook Cook Cook Cook Cook Cook Cook

Summary for 1899—Continued.

	77	Total No. months taught in public schools	
-	a	No. of mouths taught by female teachers in un-	E52486883888846E283683823
1	ដ	No. of months taught by male teachers in un- graded schools	FASSACHEE ELECTRICATION DE LA SANTANTA DESERVA DE LA SANTANTA DE LA SANTANTA DEL LA SANTANTA DE LA SANTANTA DEL SANTANTA DE LA SANTANTA DE LA SANTANTA DE LA SANTANTA DE LA SANTANTA DEL SANTANTA DE LA SANTANTA DEL SANTANTA DE LA SAN
-	121	No. of months taught by female teachers in graded schools	######################################
-	ន	No. of months taught by male teachers in graded schools.	######################################
1	13	Total No. of teachers	前に当8日に云葉かま <u>お</u> 当まま日本語でご祖字記書を紹言る
	95	No. of female teachers in ungraded schools	<u> </u>
1	17	No. of male teachers in ungraded schools	225年末第年8年25年末第286日第二日27年21日 2011年末日
	16	No of female teachers in graded schools	巴口克达森等。8 : 新巴爾斯拉斯亞斯拉斯拉斯拉斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯
	115	No of male teachers in graded schools	江京於下江東京國 "中京教授中共江西江南京四日國東京高
-	7	Average No. of months of	
ľ	20	Total No. months schools were in session.	055 015 015 015 015 015 015 015 015 015
	27	No. of months ungraded schools were in session.	# 3 # 4 # 5 # 5 # 5 # 5 # 5 # 5 # 5 # 5 # 5
1	11	No. of months graded schools were in session.	名名学在在三字話。在最近古多年在報本 第 日本芸者學会主義
	9	Total No. public schools	22722222222222222222222222222222222 <u>2</u>
	5	No. of ungraded schools.	29228888E88¥E5588755B251251
	30	No. of graded schools.	
	¢=	No. of public high schools	Negett in interesement
	NG.	No of school houses built during year	20 4 CT 20 4 20 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
	M)	Total No. school houses	多多三名名三里亚名名名公三三日本第二百五五百百五五百百五五百百五五百百五五百百五五五百五五五五五五五五五五五五
	4.1	No, of log school houses.	
ľ	eq.	No. frame achool houses	22532222222222222222222222222222222222
	24	No. brick school bouses	New Walter and Andreas and Andreas And
		No. stone school houses .	
,		Courties	ord. allon. andy core.
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2018年	106,079
夏尼西 岩蓝多产生研究器未可用与高生岩蓝产或器包织物品的制造管理会会会会通过的各种的设置的	19,092
製造型企業を登録されば上等可能を与するにちのはは当時ではに第二巻出等になった。日本語は第二十二章	28, 62,
表象言是各类点的超过智能的型型器定位显在不完成之初的自然。由于超过不经验的工程设施。	7,8432
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Summary for 1899-Conleaded.

TARLE III-GENERAL STATISTICS. SHOWING WAGES OF TRACHERS, LIBRARIES, PRIVATE SCHOOLS AND ILLITERACT.

	Total	
	Females	800 : 00 Maries (1997 10 Miles 1998)
	Malea	10 00 00 10 10 10 10 10 10 10 10 10 10 1
CAUSES	Other causes	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
5	Foreign birth	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Q P	Partially blind	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Blind, idiotic and insane	
E.A.	Negligence of parents	
LLITERACY	Inaccessibility of achoola	, , , , , , , , , , , , , , , , , , ,
	Mental weakness	स्था र र र राज्यन्त रहे र स्थानन र राज्या र राज्यान
	Ill health	A CONTRACTOR OF THE CONTRACTOR
	Indigence	1 700 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
2	Total number of teachers in private schools	- 第四日日本日本日本日 - 10日日日 - 11日日日日本本
2	No. female teachers in private schools.	SON MANDHE APPRIL 1 TO THE PROPERTY OF
#	No. of male teachers in private schools.	6 044584486 48 5 6 044588
2	Total number of pupils in private schools	20186F2558 8783 8 - 052585
2	Female pupils in private schools	52724558325 53552 3 4538348
#	Male pupils in private schools	Perundanas Fass y Fassa
2	No. of private schools	Gauseannus : odes : 4 :-da-Mo-
æ	Whole number of volumes in district libraries	4144 41446414141 44464 \$252633333333552325233335235
æ	No. volumes bought dur- ing year for district libraries	500 8 4 6 8 9 8 5 8 8 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
ļ-	No. districts having li- braries	8-5352555555555555555555555555
0	Average monthly wages paid female teachers	SESSESSESSESSESSESSESSESSESSESSES
10	Average monthly wages paid male teachers	201010202222322222222222222222 20102222222222
	Lowest monthly wages paid any female teacher.	
m	Lowest monthly wages paid any male teacher .	
0-9	Highest monthly wages paid any female teacher.	222525252525252626252525252525252525252
-4	Highest monthly wages paid any male teacher .	######################################
	Counties.	Adama Alexander Bond Bond Bond Bone Brown Bureau Calboun Carroll Carro

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240 00 \$25 00 \$15 00 \$33 \$1,\$25 26 25 70 50 25 00 25 00 39 59 32 56 54 50 19 00 25 00 60 39 59 32 56 54 65 10 50 50 00 19 00 25 00 60 78 38 13 29 394 27 27 27 27 26 50 50 50 50 50 50 50 50 50 50 50 50 50	\$8 50 25 00 25 00 42 68 37 73 32 206 1,755 60 00 25 00 25 00 58 37 73 32 206 1,755 60 25 00 25 00 58 37 38 37 36 591 4,814 60 00 25 00 20 00 45 46 39 32 18	00 45 00 16 00 13 50 33 04 25 26 3 33 50 50 50 50 16 00 16 00 36 32 33 38 25 125 50 60 <	00 120 00 20 00 108 80 46 12 60 561 20 05 19 1. 33 55 00 25 00 20 00 51 00 34 80 38 100 3,096 15 1. 752 5 15 15 15 15 15 15 15 15 10 15 16 15 16 15 16	22 88 88 20 20 64 91 41 23 206 1,821 15,458 29 1,634 77 70 00 20 00 50 96 35 28 14 17 196 963 1 77 111 111 25 00 25 00 50 96 35 37 847 3,897 5 1, 77 111 111 25 00 25 00 50 76 87 76 99 1,230 7,504 6 90 79 00 35 00 55 26 47 12 97 457 5,212	75 55 60 22 00 17 50 43 92 88 07 89 44 1.082 111 00 28 00 20 00 17 50 44 18 85 10 17 87 1,047 29 11 00 15 00 28 00 28 00 18 85 10 17 87 1,047 29 11 00 17 87 1,047 29 11 00 17 87 1,047 29 11 00 17 87 1,047 29 11 00 17 87 10 10 10 10 10 10 10 10 10 10 10 10 10	55 60 00 22 50 20 66 38 38 16 517 5 638 6 532 8 16 517 5 638 6 532 8 16 517 5 638 6 532 8 16 517 5 638 6 532 8 16 517 5 638 6 532 8 16 517 5 638 6 532 8 16 5 60 60 30 60 30 60 50 60 50 60 50 60 50 60 60 50 60 60 60 60 60 60 60 60 60 60 60 60 60	21 00 25 00 25 00 25 00 25 00 25 00 25 00 12 33 06 77 106 3,379 3 80 25 00 25 00 74 94 32 79 112 2.108 8 80 18 00 27 00 48 38 41 91 84 840 5.268 8 80 20 00 27 00 48 38 41 18 84 840 5.268 8 90 20 00 17 00 45 27 33 56 72 204 245 20 90 22 00 37 11 19 44 16 78 1,020 245 90 25 00 40 47 30 37 11 16 262 924 90 25 00 45 57 34 50 46 262 38
240 00 \$25 00 \$15 00 \$33 \$1,\$25 26 25 70 50 25 00 25 00 39 59 32 56 54 50 19 00 25 00 60 39 59 32 56 54 65 10 50 50 00 19 00 25 00 60 78 38 13 29 394 27 27 27 27 26 50 50 50 50 50 50 50 50 50 50 50 50 50	00 88 50 25 00 25 00 85 18 26 79 6 60 1.755 6 60 00 25 00 42 68 87 73 32 206 1.755 6 60 00 25 00 48 49 32 67 64 272 4,089 50 60 00 25 00 45 46 39 32 18 392 1.378	00 45 00 16 00 13 50 33 04 25 26 3 33 50 50 50 50 16 00 16 00 36 32 33 38 25 125 50 60 <	00 120 00 20 00 108 80 46 12 60 561 20 05 19 1. 33 55 00 25 00 20 00 51 00 34 80 38 100 3,096 15 1. 752 5 15 15 15 15 15 15 15 15 10 15 16 15 16 15 16	22 88 88 20 20 64 91 41 23 206 1,821 15,458 29 1,634 77 70 00 20 00 50 96 35 28 14 17 196 963 1 77 111 111 25 00 25 00 50 96 35 37 847 3,897 5 1, 77 111 111 25 00 25 00 50 76 87 76 99 1,230 7,504 6 90 79 00 35 00 55 26 47 12 97 457 5,212	127 75 55 60 22 00 17 50 43 92 88 07 89 44 1.082 11 150 00 70 00 28 00 20 00 58 34 89 55 40 508 4,456 39 1, 150 00 70 00 28 00 15 00 44 18 85 10 17 87 1,047 2 1, 1047 2 1, 133 33 75 00 83 33 25 00 48 94 81 81 81 81 4 20 2,869 4 18 81 81 10 45 00 22 50 20 00 88 14 81 81 81 4 20 638 2 18 8 14 81 81 81 4 20 638 2 18 8 14 81 81 81 4 20 638 2 18 8 14 81 81 81 4 20 638 2 18 8 14 81 81 81 81 81 81 81 81 81 81 81 81 81	155 55 60 00 22 50 20 60 54 83 88 16 517 5,638 6,532 155 56 85 70 25 00 26 42 81 106 1,078 6,533 6,532 110 00 55 00 25 00 47 15 35 94 31 541 3,223 111 0 00 55 00 30 00 47 15 35 94 31 541 3,223 111 0 00 50 00 15 00 44 50 33 88 35 20 1,560 25 00 25 00 61 86 48 27 46 58 3 88 35 22 22 22 22 22 22 22 22 22 22 22 22 22	55 70 00 21 00 18 00 50 12 33 06 77 108 3,379 38 00 120 00 25 00 25 00 49 71 105 1,445 12,040 9 00 50 00 25 00 26 00 44 94 32 79 112 2,108 6 00 50 00 27 00 48 32 79 13 112 2,108 6 47 70 59 20 00 27 00 48 38 41 91 84 840 5,288 6 47 70 59 20 00 17 00 45 27 33 56 72 204 245 73 10 245 70 10 25 60 10 245 70 10 26 924 70 10 245 70 70 70 70 70 70 70<
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\$90 00 \$40 00 \$20 00 \$15 00 \$33 \$1,425 26 25 70 177 77 77 70 00 25 00 20 00 49 54 36 38 56 54 6501 66 133 33 70 00 19 00 25 00 60 78 38 13 29 394 3, 130 00 50 00 25 00 60 49 15 32 06 64 414 3, 125 00 50 00 20 00 18 00 31 97 27 96 4 27 33 20 50 50 50 50 50 50 50 50 50 50 50 50 50	00 88 50 25 00 25 00 85 18 26 79 6 60 1.755 6 60 00 25 00 42 68 87 73 32 206 1.755 6 60 00 25 00 48 49 32 67 64 272 4,089 50 60 00 25 00 45 46 39 32 18 392 1.378	90 00 45 00 16 00 13 50 33 04 25 26 3 150 75 75 00 16 00 15 00 36 32 33 38 25 125 225 00 55 00 25 00 28 00 53 50 35 77 5 394 3 120 00 47 50 18 00 17 00 49 86 28 67 25 49 3,220 100 00 40 00 16 50 20 00 40 40 40 40 16 40 10 40 40 40 10 40	200 00 120 00 80 00 20 00 108 80 46 12 60 561 20,053 19 1, 183 33 55 00 25 00 20 00 51 00 34 80 38 100 3,096 15 15 122 22 22 22 90 00 17 00 8 00 63 62 88 62 163 976 13,628 8 16 180 00 106 00 30 00 18 00 61 46 40 66 44 908 5,182 16	75 00 40 00 12 50 10 00 35 52 28 14 17 196 963 1 177 77 70 00 20 00 50 96 35 30 37 347 3.897 5 1. 177 77 111 11 25 00 25 00 50 76 37 76 99 1,230 7,504 6 130 00 65 00 32 50 25 00 58 26 47 12 97 457 5,212	75 55 60 22 00 17 50 43 92 88 07 89 44 1.082 111 00 28 00 20 00 17 50 44 18 85 10 17 87 1,047 29 11 00 15 00 28 00 28 00 18 85 10 17 87 1,047 29 11 00 17 87 1,047 29 11 00 17 87 1,047 29 11 00 17 87 1,047 29 11 00 17 87 10 10 10 10 10 10 10 10 10 10 10 10 10	155 55 60 00 22 50 20 60 54 83 88 16 517 5,638 6,532 155 56 85 70 25 00 26 42 81 106 1,078 6,533 6,532 110 00 55 00 25 00 47 15 35 94 31 541 3,223 111 0 00 55 00 30 00 47 15 35 94 31 541 3,223 111 0 00 50 00 15 00 44 50 33 88 35 20 1,560 25 00 25 00 61 86 48 27 46 58 3 88 35 22 22 22 22 22 22 22 22 22 22 22 22 22	155 55 70 00 21 00 18 00 50 12 33 06 77 108 3,379 3 12 12 50 00 120 60 25 00 25 00 44 94 32 79 13 112 2,103 6 10 00 55 00 30 00 27 00 48 98 41 91 84 840 5,268 100 00 55 00 30 01 10 04 5 27 33 56 72 204 2,130 2 10 00 20 00 22 00 37 11 19 44 16 78 1,020 2 245 13 10 00 25 00 25 00 40 47 30 37 12 204 2,130 10 137 50 70 00 25 00 18 00 45 57 34 90 56 580 4,073 20 10 137 50 70 00 25 00 18 00 45 57 34 90 56 580 4,073 20

Summary for 1899 -Continued.

TABLE III.—Concluded.

	Total	三日の 1 1 1 1 1 1 1 1 1	577
	Bemales.	*	蓝
	Males	THE ST. : 124-124 : 104-12	100 000
CAUSES.	Other causes	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	23
	Foreign birth	1	\$-a
4XD	Partially blind		5
404	Blind, idiotic and insane,. Negligence of parents		26.7
LELITERAGE	Inaccessibility of schools	IN 1 200	98
ILL	Mental weakness		88
	Ill health		
			8
	Total number of teachers	HO SUHOUSEHAER S RESERVED	
100	in private achools No. female teachers in	-8 -8 -ma-on non in marcat-	8008
2	No. of male teachers in	0 000 :000 0100 00 0000 0000 000 000 000	17 2568
=	private schools.	45 252 25 1 252 2 2 2 2 2 2 2 2 2 2 2 2 2	1347
**	Total number of pupils in private schools	H H W H H H H H H H H H H H H H H H H H	145160
2	Female pupils in private achools	888 151 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	11, 601
=	Male pupils in private schools .	48 58 15 25 35 1 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	73, 569
01	No. of private achools	TO BERNOTH STREET	18
	Whole number of volumes in district libraries	12 4 13 25 25 25 25 25 25 25 25 25 25 25 25 25	490,475
105	No volumes bought dur- ing year for district li- braries	250 250 250 250 250 250 250 250 250 250	34,887
E-	No. districts baving li- braries	。 おっとさばればながの望る者当4と年のかでは	4141
9	Average monthly wages paid female teachers	5285818848286585858585858585858585858585858585858	12 23
	Average monthly wages	28234828282228882423 2623482482	3
HQ:	paid male teachers	8448886448486486444888888	8
-	Lowest monthly wages paid any female teacher	######################################	18 00
00	Lowest monthly wages paid any male teacher.	28888884482888888888888888888888888888	\$12 50
pq	Highest monthly wages paid any female teacher	######################################	00 062
*	Highest monthly wages paid any male teacher .	######################################	00
	Counties	Richland Richland Richland Richland Rock Island Richland Rocht Roc	Totals

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TABLE IV.—FINANCIAL STATISTICS—DISTRIBUTABLE FUND ACCOUNT.

2	Total—columns 6—12	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
23	Balance on hand, cash held for distribution June 30, 1899	1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.
=	Other expenditures of these funds	25
01	Distributed to districts	518 518.20 528.21.20 528.22.20 528.22.20 528.22.20 528.22.20 528.20 528.20 53
<u> </u>	Added to principal of township fund	25 22 10 24 12 25 12 12 12 12 12 12 12 12 12 12 12 12 12
∞	Compensation of treasurers	282 282 283 283 283 283 283 283 283 283
	Paid for publishing annual statement	######################################
•	Incidental expenses of treasurers and trustees.	20 20 20 20 20 20 20 20 20 20 20 20 20 2
L Q	Total—sum of columns	1, 253 2, 253 2, 253 2, 253 2, 253 3, 256 3, 266 3, 266
•	From other sources	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
e9	Received from county superintendents	2. 22. 023 24. 4. 25. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0.
~	Income of township fund received during the year	22, 12, 25, 25, 25, 25, 25, 25, 25, 25, 25, 2
—	Balance of distributable funds on hand July 1, 1898	2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2
	Counties.	Adams Alexander Bond Bond Bond Collegen

Summary for 1899-Continued.

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	13	Total—columns 6—12	####################################
	12	Balance on hand, cash- held for distribution June 30, 1899	######################################
	11	Other expenditures of these funds	2288 : 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
ı	10	Distributed to districts	######################################
	GR.	Added to principal of township foud	#138 23. 21. 23. 23. 23. 23. 24. 24. 25. 25. 25. 25. 25. 25. 25. 25. 25. 25
	œ	Compensation of treasur-	8 4 1 1 1 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1
. M. F. M. W. C. L.	-1	Paid for publishing an- nual statement	はあったようともはなるははは。 はあったようともなった。 は、これは、これでは、これでは、これでは、これでは、これでは、これでは、これでは
111	10	lucidental expenses of treasurers and trustees.	25222222222222222222222222222222222222
100	ō	Total—sum of columns	# 1 4 0 0 0 0 0 1 1 0 4 1 0 0 1 0 0 0 4 0 0 0 0
		From other sources	64. 200 200 200 200 200 200 200 200 200 20
	70	Received from county su perintendents.	# 1
	71	Income of township fund received during the year	######################################
	-	Balance of distributable funds on hand July 1, 1898.	5200128885218886248668656255 5200128885818886248866 520012888681888618886 5200128886818886 5200128886818886 5200128886 520012886 520012888 52001288
		Counties.	Tanklin. Jaliahin. Jarandy

Militara. 2007:00:00:00:00:00:00:00:00:00:00:00:00:	SES.	855	222	988	SE SE	200	206	16.5	3	8	3	25	603	662	200	8	976		28	83, 020, 540 58
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0 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		2000	2.00 2.00 2.00 2.00 2.00 2.00 2.00 2.00			29. 29. 25. 25. 25. 25. 25. 25. 25. 25. 25. 25	100	2000	1 . 25 2 2 2 2 2 3			2,047 97				1.806.7	12, 634 09	616 90	3,474 78	\$827,025 65
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Summary for 1899 - Continued.

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T	From distribution of trus-	######################################
TABLE V.—Fr	Amount of special district taxes received.	1.3.4.4.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5
V.—FINANCIAL STAT	Loans of district funds-	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
	Fees of pupils who peid tuition	# 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Distract	From sale of school prop-	8 : 8 : 8 2 4 2 4 8 2 4 4 4 5 2 4 4 4 5 5 4 5 5 5 5 5 5 5 5
A04	Amount received from district school bonds is sued for building purposes	2
8	Amount received from treasurers of other townships	5 24 - 11
	Fees of transferred pu-	200 1
9	Received from all other sources	3 2 2 2 2 2 2 3 3 3 3 3 3 5 3 5 3 5 3 5
	Errors in township treas- urers' reports of bal- ances, 1898.	20
9	Total amount received during the year ending June 30, 1809	######################################

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	#233 #233		258 538	385 525		14.1 15.00 1	221 221 24	14. 18. 18. 18. 18. 18. 18. 18. 18. 18. 18		13 15 13 15 13 15 13 15 13 15 13 15 13 15 13 15 13 15 13 15 14 15 15 15 15 15 15 15 15 15 15 15 15 15 1	1, 487 328 57 57 57 57	20 C-	23			178	20 S	2 K	1,040	55 55 55	25
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Summary for 1899—Continued.
TABLE V—Concluded.

ga T	Total amount received during the year ending June 30, 1899	\$25.55.55.55.55.55.55.55.55.55.55.55.55.5	122, 885, 645 18
=	Errors in township treas- urers' reports of bal ances, 1896,	11 525 67 11 13 25 68 68 68 68 68 68 68 68 68 68 68 68 68	67, 100 71
07	Received from all other sources	\$~\$~\$\$\$¥\$£\$\$\$~\$5£\$£\$\$\$\$\$\$	\$365, 621 43
•	Fees of transferred pu	Section of the sectio	\$4, 192 29
3 0	Amount received from treasurers of other townships	668892148882888888888888888888888888888888	\$138,422 BB
-1	Amount received from district school bonds is sued for building purposes	1	4599,028 86
Ð	From sale of school prop- erty	2000 1	918,674 15
ю	Fees of pupils who paid tuition	4 + + + + + + + + + + + + + + + + + + +	\$92, 842 06
-	Loans of district funds paid in	2 468865 6688 6 5 5 5 5 5 5 5 5 5 5 5 5 5 5	8147, 794 BB
79	Amount of special district taxes received		63 915, 614, 150 43
.03	From distribution of trus-		\$1,549,554 63
-	Balance reported on hand July 1, 1809		34, 859, 06d 02
	COUNTIER.	Randolph. Richland. Rock latand Social services Social service	Totals

Summary for 1899-Continued.

ACCOUNTS-EXPENDITURES.
DISTRICT
TATISTICS-I
PHANOIAL E
TABLE VI
Ē

21	Amount paid for books for district libraries	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
=	Amount paid for books for poor children	2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3
10	Amount paid for school apparatus	20000000000000000000000000000000000000
23.	Amount paid for school furniture	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
20	Amount paid for repairs and improvements	2 0400000000000000000000000000000000000
2	Amount paid for school sites and grounds	
•	Paid for new school houses built and purchased	第10年 24 24年 120日 25日 25日 25日 25日 25日 25日 25日 25日 25日 25
10	Whole amount paid teachers	######################################
140	Amount paid to female teachers in ungraded tchools	5.4.4.4.5.1.5.4.4.4.5.1.5.4.4.6.5.5.4.4.6.5.5.4.4.6.5.5.5.4.4.6.5.5.5.6.5.5.5.5
26	Amount paid to female teachers in graded achools	24-44-48 25-48 25-48 2
199	Amount paid to male teachers in ungraded schools	
**	Amount paid to male teachers in graded schools	######################################
	Counties	Adame Alexander. Boone. Brown Brown Calboun Colling Co

Summary for 1899—Continued.

TABLE VI.-PINANCIAL STATISTICS-DISTRICT ACCOUNTS-EXPREDITURES.

27	Amount paid for books for district libraries	は
Ħ	Amount paid for books for poor children	200 2
93	Amount paid for school apparatus	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
a	Amount paid for school furniture	28.28.28.25.25.25.25.25.25.25.25.25.25.25.25.25.
©	Amount paid for repairs and improvements	上层工具工具的 医角孔之类的 工 流点工作人類 人名马克伯斯 化邻甲基苯酚 化邻甲基苯酚 化邻甲基苯酚 化邻甲基甲基甲基甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲
E-s	Amount paid for school sites and grounds	8 8 8888 E 8 8 8 8 8 8 8 8 8 8 8 8 8 8
45	Paid for new school houses built and purchased	14
16	Whole amount paid teach-	は異なるなられている。 の に の に は の に は の に の に の に の に の に の の に の に の に の に の の に の の に の の に の の に の の の の の の の の の の の の の
•	Amount paid to female teachers in ungraded schools	-184-11;42,41;48,44;40;41;43,4
2.6	Amount paid to female teachers in graded schools	4.15.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4
24	Amount paid to male teachers in ungraded achools	表現もはよればれる下の近代によるようようなける。 ののでははなければない。 でのはなければない。 でのはないないできばればない。 でののはないない。 できばればない。 できばない。 できばない。 できばない。 できばない。 できばない。 できばない。 できない。
-	Amount paid to male teachers in graded schools	ままれるのはよれ、まままでもようないできません。は、は、ないののできます。では、のは、ないできない。では、のは、ないできない。では、のは、ないできない。では、これできない。では、これできない。では、これできない。では、これできない。では、これできない。では、これできない。では、これできない。では、これできない。では、これできない。では、これでは、これでは、これでは、これでは、これでは、これでは、これでは、これ
	COUNTIES.	renklin Gellatin Gellatin Grandy Grandy Grandy Hancock Hancock Hancock Handerson Henry Foguois

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######################################	\$172, 546 91
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287 L 3 8 8-8 3 55 55 55 55 55 55 55 55 55 55 55 55 5	\$194,007 70
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に、	96, 725, 298 90
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Summary for 1899—Continued.

7.2	Total of expenditures, loans and balances	20 20 20 20 20 20 20 20 20 20 20 20 20 2
23	Balance on hand June 30, 1829	######################################
81	Amount of loans of dis- trict funds	\$58.0 \$50.0000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.0000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.0000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.0000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.000 \$50.00000 \$50.00000 \$50.0000 \$50.0000 \$50.0000 \$50.0000 \$50.0000 \$50.0000
21	Total expenditures for year ending June 30, 1889	48. 88. 88. 88. 88. 88. 88. 88. 88. 88.
22	Errors in township treas- urers' reports of bal- ance, 1898.	325 00 1,006 19 176 00 35 00 70 52
119	All other expenditures	25.221 25.221 25.221 25.25222 25.2522 25.252 25.2522 25.2522 25.2522 25.2522 25.2522 25.2522 25.2522 25.252 25
99	Amount paid treasurers of other townships	20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.0000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.000 20.00000 20.00000 20.0000 20
17	Paid tuition of pupils transferred	85.4
16	Amount paid on principal of district bonds	### ##################################
51	Amount of interest paid on district bonds	6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
14	Paid clerks of district boards	52122125222222222222222222222222222222
22	Amount paid for fuel and other incidental expenses.	
	Coparins.	Adama, Jerander Bond. Bond. Brown

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Summary for 1899-Continued.

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7	Total of expenditures, loans and balances	# : # 5 # 5 : : : : 4 # 4 # 5 # 5 # 5 # 5 # 5 # 5 # 5 # 5 #	\$22,885,545 1B
Ħ	Balance on hand June 30, 1899.	#C	14, 595, 741 81
11	Amount of loans of dis- trict funds		866, 222 06
=	Total expenditures for year ending June 30, 1899		\$18,254,480 32
28	Errors in township trees- urer's reports of bal- ance, 1808.	5 88	P4, 402 88
61	All other expenditures	FMES : 25225E : 30 BEEFS : 558	\$620, 163 6 1
81	Amount paid treasurers of other townships	202222222222222222222222222222222222222	#152,014 76
17	Pald tuition of pupils transferred.	5 Security 2 1255	MS, 281 OT
16	Amount paid on principal of district bonds		9649, 196 18
16	Amount of interest paid on district bonds		\$258,131 67
14	Paid clerks of district boards	2 1 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	58 \$117,134 87
2	Amount paid for fuel and other insidental ex-		\$1,788,528 58
	COUNTIES.	Bichland Hork Island Hork Isla	Totals

Summary for 1899-Continued.

Ассолит.
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-TOWNSHIP
STATISTICS.
DEPMENT
VIL-F
TABLE

10	Cash on hand June 30, 1899,	######################################
a	principal of township fund	बुनेनचं ड डेसडेड नेसेड्र डेनेसेनसेनेन हे हैं ने
6	Losses of cash	*827688888888888888888888888888888888888
ę.	Loans or investments of township fund made during the year	提出的 医生物系统含含含化物系统含含含含含含含含含含含含含含含含含含含含含含含含含含含含含含
60	Total—Sum of 1-5	はなる。 はなる。 はなる。 はない。 はな、 は、 は、 は、 は、 は、 は、 は、 は、 は、 は
10	Cash additions from other sources	
*	Additions by sec- tion 6, Art. XII, during the year	
80	Received from real estate sold during the year	
**	Received from investments paid of	によるないなないなるなるなる。 のののではない。 のののではない。 のののではない。 のののではない。 のののではない。 のののではない。 のののではない。 ののでは、 ののでは
=	Cash on hand July 1, 1998, prin- cipal of fown- ship fund	54 4 549464 44 44 44 4 6 6 6 6 6 6 6 6 6 6 6 6
	Countries.	dema lexander ond onto oone oone oone oone oone oone oone

Summary for 1899-Continued.

TABLE VII-Continued.

01	Total-Sum of 7-8	第50 127 127 127 127 127 127 127 127
	Cash on hand June 20, 1890, principal of townshipfund	2. 1.1. 1.0. 11.0.00.00.00.00.00.00.00.00.00.00.00.00
00	Losses of casb	
-	Loans or investments of township fund made during the year.	### 1,150 - 141 - 44 - 44 - 44 - 44 - 44 - 44 -
•	Total—Sum of 1-5	### ##################################
10	Cash additions from other sources	
-	Additions by sec- tion 6. Art. XII, Juring the year	
20	Received from real estate sold during the year	
61	Received from investments paid of	### ##################################
-	Cash on hand July 1, 1899, prin cipal of town- ship fund	2.00 0.1 1.1. 4.00.4.0.21 0.0.1.4.1.1. 0.1. 0.0. 1.00.10.00.00.00.00.00.00.00.00.00.00.00
	Counties	Hamilton Hancock Handerson Henderson Henry Iroquols Jackson Jackson Jackson Jackson Jackson Jackson Jaksen Kankakee Kankakee Kankakee Kankakee Lake Lake Lake Lake Lake Lake Lake



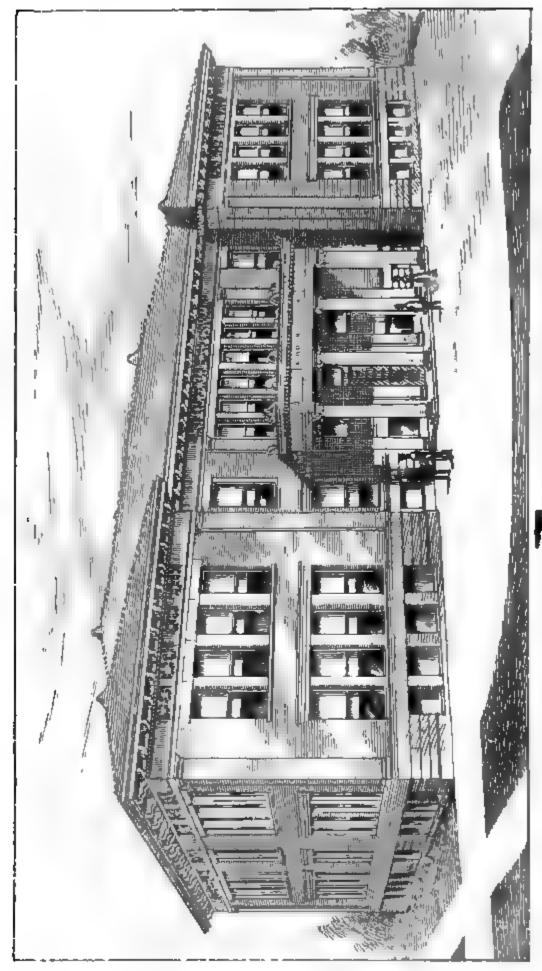


PLATE XIX-POLO PUBLIC SCHOOL BUILDING, ERECTED 1899.

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Menard Menard Menard Menard Montes Mo	Total

Summary for 1899—Continued.

	7	Total of columns 1-6	2.11811431818.4519.00 2.8.8.1419.8818.4519.8818.8919.00 2.8.8.8.1419.8818.4818.4819.00 2.8.8.1419.8818.4819.4819.4819.4819.4819.
	9	Increase, if any, in value of investments and real estate	20 60 128 20 20 20 20 20 20 20 20 20 20 20 20 20 2
A CCOUNT.	6	Value of real estate acquired during the year	
INVESTMENT	4	Bonds bought during the year	23.75 20.00
Township Fond,	က	Loans on real estate made during the year.	25.00 1, 994.00 1, 994.00 1, 138.00 1, 138.00
STATISTICS, TO	83	Loans on personal security made during the year.	8. 8. 8. 7.1.8.2.1.1.1.9.8.2. 1. 1.8.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.
-FINANCIAL S	Ħ	Loans in force, bonds and real estate owned as reported July 1, 1898	20 20 20 20 20 20 20 20 20 20 20 20 20 2
TABLE VIII.		COUNTIES.	Adams Alexander Mond Bond Bond Chown Carroll Cass Champaign Christian Coles Cook Cook Chamberland Chamberland Cook Chamberlan

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Summary for 1899—Continued.

TABLE VIII.—Continued.

t-	Total of columns 1–6		\$15, 816, 924 48
9	Increase, if any, in the value of investments and real estate	8 8	96, 472 96
L O	Value of real estate acquired during the year		\$14,659 57
•	Bonds bought during the year		\$17, U77 95
69	Loans on real estate made during the year;	8 - 8 - 18 - 8 - 8 - 8 - 8 - 8 - 8 - 8 -	\$310, 328 56
69	Loans on personal security made during the		\$2871, 5US 75
H	Loans in force, bonds and real estate owned as reported July 1, 1898.		\$10, 166, 861 44
	COUNTIES.	Saline Saline Schuyler Schuyle	Total

	-	٠	10	11	23	•	34	12	91	17
Corner	Loans on personal se- curity paid off during the year or put into land	Loans on real estate paid off during the year of put into land	School bonds paid off during year	Real estate sold during the year	Depreciation in loans on real estate during the year	Depreciation in loans on personal security during the year	Depreciation in value of real estate held during the year	Total of columns '8-14	Difference between col- umns 7 and 15, being the whole amount of investments to June 30, 1899.	Net increase or de- crease—difference be- tween 1 and 16
Adems	25 25 25 25 25 25 25 25 25 25 25 25 25 2	25 T	2	4 8 4 6 9 1 7 8 1 8 6 8 1 9 8 1 9 8 1 9 8			3971 06	2	\$ 0.20 25.00	6 53 -3 8
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Colea		248	: :	22, 526 00			- 1 1 - 1 1 - 1 1 - 1 1 - 1 1 - 1 1	325	10.880, 777 20.880, 7772	
Transfer de la constant de la consta	22	E21	:		4 0	1 1	38	200	19, 537	22
Contraction of the contraction o	323	_	2008	1995 00	* 1		50 341	200	21,914	
	23	25	4		\$1,940 02	87		28	14,18	183
ding barn						255 285		883	51.18 52.18 52.18	533
DIST		19, 770 00						23	160,000	

Summary for 1899-Continued.

TABLE VIII-Concluded.

17	* Net increase or de- crease—difference be- tween 1 and 16	以 化表 化 反
16	Difference between col- umns 7 and 15, being whole amount of in- vestments to June 30. 1899.	3,4,4,4,6,6,6,5,4,4,4,4,4,4,4,4,4,4,4,4,4
9	Total of columns 6-14 .	8,44,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,
77	Depreciation in value of real estate held during the year	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
98	Depreciation in loans on personal security during the year	8 288 3858
69	Depreciation in loans on real estate during the year	89
11	Real estate sold during the year	
10	School bonds paid off during the year	
63	Loans on real estate; paid off during the year or put into land .	4-1-1-0-0, 0-1-1-0-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1-1-0-1
	Loans on personal se- curity paid off during the year or put into land	4 414 145514 14 446461445464 200222222222222222222222222222222222
	Counties,	Fulton. Jaliatin. Jaliatin. Greens Greens Grandy Hardin. Hardi

100 00	800 00	922 42
922 42	650 00	600
650 00	650 00	00
88 05 \$3,499 87 \$1,312	88, 866 34 \$2, 188 05 \$3, 499 87 \$1,	34 \$2,188 05 \$3,499 87 \$1,
· · · · · · · · · · · · · · · · · · ·	88. 80.000 88.38 88.38 88.38	740 10 848 12 431 65 165 00 553 92 425 00 870 00 884 26 147 41 734 00 689 84 689 84 690 00 690 00

^{*} Increase is marked +: decrease. -.

Summary for 1899—Continued.

TABLE IX.—FINANCIAL STATISTICS, TOWNSHIP FUND, BALANCE SHEET, OR.

	1	2	3	4	5
Counties.	Cash on hand July 1, 1898, principal of township fund.	and real es-	Cash addi-	Increase in value of in- vestments and real es- tate.	column
	-	0 41,7 2,12000			
dams	. \$3,600 25	\$40,227 31		••••	\$43, 827
exanderond	1, 297 32 688 25		\$300 00		11,861 17,976
one					13,895
own	. 332 24	14 080 48	195 00		14,547
ıreau		54,613 45	77 55 50 00	\$0.80	
alhoun Arroll		18,618 42	50 00	1 70	19,913
MSS		39,430 12	25 00	49 30	69, 306 41,591
ampaign	8.437 64				186,062
ristian		57,015 55	l		59,028
ark	. 247 31	20 276 89	1 25		20, 525
ay		29,940 80	23 76	150 20	30, 761
inton		20.785 31 24 102 20			27, 692 35, 468
ok			48 00		10, 420, 183
awford	583 59	19.887 22	30 00		20, 470
mberland	. 291 00	19,083 18			19, 374
Kalb		61, 116 16			65, 979
Witt					
uglas	. 872 04	16 005 61			67, 469
Page	2 501 92	16,865 61	11 U2 Ω1 12	•••••	18, 464 49, 932
wards	294 04	16,956 31	01 12		17, 250
lingham	. 802 73	11 K91 Q4	. 92 kn		12 252
yette		29,614 23	1 01		29, 977
ord	7,445 42	169,757 93	68 37	,	177, 271
anklin	239 81 5,512 40	6,472 88	136 27	2 67 14 00	6,851 47,372
ilatin		15 702 42	3 10	14 00	16, 635
eene		35.731 47		2.00	36, 512
undy	4,905 33	50,777 52	• • • • • • • • • • • • • • • • • • • •	67 128 64	55,682
ımilton		27, 463 83	10 00	67	27, 891
ncock		79,919 30	• • • • • • • • • • • • • • • • • • • •	190 64	83,550
ardinonderson		4,888 10 91 195 17	•••••	120 04	5, 256 21, 770
onry					
quois	. 11.559 92	154,850 38		49 49 13 2 0	166, 410
ckson		11, 831 66	31 45	49 49	11,678
sper	85 21	36, 158 81	or oo	• • • • • • • • • • • • • • • • • • • •	86, 244
fferson rsey		10,020 U4	25 UU 908 00	19 9A	16,812 41,785
Daviess	7, 228 19	43, 972, 09	300 48	10 20	51, 195
hnson	. 40 43	0.100 60		I	0.440
ne	4,748 45	38,686 18			43, 434
nkakee		76,853 01		3,500 00	84, 225
ndall ox		21,590 95 22,070 18	• • • • • • • • • • • • • • • • • • • •	100 00	28, 945 37, 113
ke		32,810 IS 41 981 18	7 ዩ በደ	8,500 00 100 00 378 81	47,707
Salle	. 12,083 44	155.111 90	873 81	373 81	167, 892
wrence	. 225 99	17, 335 07			17,561
6	6,638 78	65.530 83		•••••	72, 169
ringston	18,952 83	249,833 22	960 48	••••	264, 246
gan		98, UU1 20 142 067 90	• • • • • • • • • • • • • • • • • • • •		50,615 147,660
coupin		44. 215 35	20 10		45, 543
dison	7,051 83	55,972 91			63, 024
rion	. 362 54	17,632 17	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	17, 994
rshall		35, 330 46	43 78		38, 277
ason		35,007 63	•••••		36, 694 10, 893
Donough	2.038 03	27 290 40		• • • • • • • • • • • • •	29, 318
Henry	9,936 25	70, 983 29	23 90	•••••	80, 943
Lean	. 7, 393 52	200,862 99	98 00		208, 354
onard reer	. 1,591 66	10, 474 22			12, 065 30, 169
	. 2,271 14				

Summary for 1899—Continued.

TABLE IX.—Concluded.

	1		2		3	4 .	5
Counties.	Cash or hand July 1898, prin pal of too ship fun	7 1, ci- vn-	and real	ds es- i	Cash addi- tions durin the year.	Increase in value of investments and real estate.	Total of columns
dontgomery	\$3,396	61	\$84,255	65	\$0.8	0 \$292 37	\$87,944
lorgan	4,618	74	41, 146		2 5	4	45, 762
louItrie	622	84	12, 123	55			12,745
gle	6, 400		58, 960	72		.	65,351
eoria	5,707		130, 323	89		4 50	136,035
Brry ,		96	13,076	14		5	13,789
att		00	87,647	37	184 0	6	39,044
ke	3, 308	35	58, 409	25		. 50 46	61,768
DDO	. 70	40			4 7	5 40 44	
ılaski	. 49	60	12,089	20			12, 138
itnam							
andolph	. 1,319		25, 178	07	 	.	26, 497
ichland	1 409	78	16,645	81	11 3	01	17,066
ock Island	4,800		29,306		11 7	2	34, 118
dine				85	• • • • • • • • • • • •		8, 125
ingamon	4,308		44,202	95	•••••		48,505
huyler	1,401		81,732	46		6	33, 133
ott	1,022	12	12, 143	22	0	6	13, 165
aelby	1,394		35, 382	43	178 7	3	37.016
ark	1.059						31,000
. Clair	4,872					.	64, 940
ephenson	4,683				148 4	4	42, 191
szew ell	3, 324		79,717				
nion		19	8.568	15			9,874
ermilion			109,969	78	376 8	8	116,411
abash		98		95			
arren	767	69	22, 936	09			23,703
ashington			24,957	88		. 2 00	
ayne	512			55		<u>.</u>	29,025
hite	726	92	14,427	39	18 0	0	15, 172
hiteside	14,316	10	191.800		74 2	2	206, 191
'111	7.446		117,588	36			125,035
Illiamson	171		7,944				8, 240
innebago	8,42 8	60	30, 932				
oodford	3.4 67	02	57,691	76			61, 158
Totals	23 13, 575	98	\$15, 165, 881	44	\$4,142 5	8 85,442 98	\$15, 489, 042

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	68 75			1.345 09				10 00	344 00			• • • • • • • • • • • • • • • • • • • •	
375 00		927 12	2,983 76 1 137 18	5,996 59	1.242 40	525 00 1, 100 00	3, 650 00 13 90		4.000 00		260 00	165 00	
2, 42 0 00 665 00	875 52	8, 475 00		4. 500 00	20, 787 12	32, 000 00	40 , 000 00		53. 400 00		00,000,006	00 00	
90 00 200 00 200 00		2,847 56	900 008	2,400 00 757 86	2,700 00	2,975 00	4 00 00 5. 500 00 200 00	2,000 00	7,442 32	1,650 00 100 00 100 00	1, 900 900 900 900 900 900 900	300 00 12 80 119 00	1,650 00
822		12925	200	36 3 8	128		2228			3888	:: ::: ::: ::::	2888 888 888 888 888 888 888 888 888 88	388

Greene.
Grundy.
Hamilton.
Hancock.
Hardin.
Henderson Jackson Marion. Marshall..... McHenry. Poquois defferson.... Jersey. JoDaviess Johnson Kankakee. Kendall..... Kuox Jake.... LaSalle.... Logan Massac McLean K Island Veoria, Madison Montgomery. Mercer Monroe Moultrie.... Take the second A8ki.... Winam. Livingston La Wrence..... daloppi. Menard .

Summary for 1899-Continued.

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	Total—sum of col- umns 1-8;	
90	Cash on hand be- longing to princi- pal of township fund June 30, 1899.	**************************************
F-	Losses on invest- ments and real estate during the year.	
•	Losses of cash be- longing to princi- pal of fund	
10	Value of other lands held June 30, 1999.	200 000 000 000 000 000 000 000 000 000
4	Value of 16th section lands held June 30, 1898	
20	Amount of school bonds held June 20, 1999	2, 300 00 2, 300 00 2, 128 60 2, 317 00 500 50
N	Value of notes on real estate secur- ity June 30, 1899	44.25.45.45.45.45.45.45.45.45.45.45.45.45.45
ы	Value of notes on personal security June 30, 1999	4.2.3.4.3.4.4.5.3.4.3.5.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3.3.4.3
	Cornting.	aline

Summary for 1899—Continued.

TABLE XI-PINANCIAL STATISTICS-TOWNSHIP FUND-INC ME.

(a)	Rent past due and unpaid	25
10	Total income — sum of columns 1—i	は、これできる。 は、これでを。 は、これでを、 は、これでを、 は、これでを、 は、 は、 は、 は、 は、 は、 は、 は、 は、 は
4	Interest received dur. ing the year on bonds.	
20	Rents received from real estate during the year.	2, 266 67 2, 266 67 2, 266 67
69	Interest paid on real estate loans during the year	は 1
w	Interest paid on person- al security loans dur. ing the year	######################################
	Countries.	Adame Alexander Bond Bond Boone Brown Bureau Calboun Calboun Chambalen Chamb

Summary for 1899—Continued.

TABLE XI-FINANCIAL STATISTICS-TOWNSHIP FUND-INCOME-Concluded.

8	Rents past due and unpaid Interest past due and unpaid on real estate		\$52.50	38	78	52					_												180 26
•	Interest past due and unpaid on personal security	_	88	_	_				-					_		-		•					150 951 96 96 97
9	Total income—sum of columns 1-4	_	338		88	8	8	787		8	38		3	280	38	33	58	3	8	161	3	Ž\$	2, 28
•	Interest received dur- ing the year on bonds.		88		44 65	_	108 90	•		176 01			888	•			B	•	0	_	•	76 007	13 207
**	Rents received from real estate during the year			12 50	537.00		8 %		26 75 20	02 299			39 15	57 4 0		ROA KO	3			1,886 94		81	2, 020, 4
64	Interest paid on real estate loans during the year					-		-													8 :	ži	1,988 52
T	Interest paid on personal security loans during the year	70 6828	1. 606 11	20 00 00 00 00 00 00 00 00 00 00 00 00 0	88	1.263 58	38	88	ğ	3		35	8	S	20 20 20 20 20 20 20 20 20 20 20 20 20 2	1,160 40	479 25		1, 112 10	2,841 81	220	1, 135 (5)	
	COUNTING.	arenklin.	Talton		Park	demilton	Hancock	Hardin Contraction		Lodnois	POR BOIL		STROY COLUMN TO THE STROY	Jo Daviess	Johnson.			Knox	0307	[a8alle	LAWTence		Logan

Macon	2,643 16	8,754 86	2.980	63 50	9.871	177 81	828	208 07
			8	00 06		-		
Marion				_				•
			67	•				
			88 78	160 00		_		
McDonongh.				•	3		-	•
Felicity.						_		•
Mendal			200	223		_		
M. Const.		-	70	•		-	_	•
Monto			• 8			_	-	• • • • • • • • • • • • • • • • • • • •
Controlmery			8	3 %		- ,	_	• • • • • • • • • • • • • • • • • • • •
				-		•	561 15	
Contrie			77 88					
							15 00	
Pooria		_	8,438	88	_			
Forty		•	•	-	8			•
			• • • • • • • • • • • • • • • • • • • •	•	2, 48 86			• • • • • • • • • • • • • • • • • • • •
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Luisski			• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •			_	• • • • • • • • • • • • • • • • • • • •
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Mandolph			•	8 18				•
Book Island			• • • • • • • • • • • • • • • • • • • •	•		-	-	
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Sengamon			117.88	•				•
						71 762	160 50	
Scott			88					
		619	•	•		_	_	18 01
•		Z,		•		_		
St. Clair.			125 06	•			•	8 83 84
Stephenson		28		•		_		•
Taka Maria		35	00 11	• • • • • • • • • • • • • • • • • • • •		-	-	• • • • • • • • • • • • • • • • • • • •
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Wahington		-			_		37 67	
A Laboratory		_	•		-			• • • • • • • • • • • • • • • • • • • •
Wilton Control of the		-	•	•	2			••••••••
Whiteside.			_	128 75	_		_	99 93
			3.		3			
Addition son			_		_	_		
Windend	1.697	1. 644 90		38	8.474 78	71 55	71 50	
	90 050 000	1 5	1	8	20 300 600	A10 798 4K	73 717 060	PU 102 700
	9711, 908 09	4605, 100 (S	10 C) C 1250	410. 609 OI	3	3	**	10 100 100

Summary for 1899—Continued.

TABLE XIL-GENERAL STATISTICS, SHOWING TAX LEVY, ESTIMATED VALUE OF SCHOOL PROPERTY AND AMOUNT OF BONDED SCHOOL DEST.

•	1	2	8	4	5
Counties,	Amount of district tax levy for support of schools	Estimated value of school property	Estimated value of school libraries,	Estimated value of school apparatus	Amount of bonded school debi
Adams Alexander Bond Bond Boone Brown Bureau Calhoun Carroli Cass Chaspaign Christian Christian Clark Clay Clinton Coles Cook Crawford Cumberland DeKalb DeWitt Douglas DuPage Edgar Edwards Edingham Fayette Ford Franklin Fulton Gallatin Greene Grundy Hamock Hardin Henderson Hanock Hardin Henderson Jasper Jefferson Jersey Jo Daviess Johnson Kane Kankakee Kendall Knox Lake LaSalle Lawrence Lee Levingston Macoupin Madison Macoupin Madison Macoupin Madison Marion Madison Marion Madison Macoupin Madison	3143, 396 86 42, 261 54 33, 513 64 49, 791 43 35, 514 80 110, 992 27 112, 019 96 53, 543 23 149, 972 54 102, 820 00 39, 096 31 38, 970 53 39, 996 31 38, 970 53 39, 996 31 38, 970 53 39, 922 00 6, 942, 443 99 35, 747 90 101, 791 27 61, 658 86 57, 613 00 89, 520 95 77, 232 24 19, 217 19 82, 928 00 64, 548 00 51, 361 00 52, 961 74 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 116, 769 70 27, 400 00 56, 665 65 64, 263 00 20, 551 41 21, 356 48 289, 871 68 289, 871 68 186, 802 31 91, 100 55 138, 202 58 186, 802 31 91, 701 58 138, 202 58 186, 802 31 91, 701 58 138, 202 58 89, 527 68 136, 802 31 91, 100 55 138, 202 58 89, 527 68 136, 802 31 91, 100 55 138, 202 58 89, 527 68 136, 802 31 91, 100 55 138, 202 58 89, 527 68 136, 802 31 91, 701 58 138, 202 58 89, 527 68 136, 802 31	\$468, 180; 164, 949 71, 340; 155, 225 78, 778 850, 520; 32, 358 196, 075 147, 415 394, 028 282, 918 127, 985 61, 900; 199, 853 26, 976, 717 89, 970 92, 180 249, 790 145, 790; 145, 790; 145, 790; 145, 790; 145, 790; 145, 790; 145, 790; 145, 790; 146, 741; 49, 765 218, 190; 22, 465, 750; 64, 750; 150, 085; 146, 741; 49, 765; 218, 190; 22, 465; 56, 515; 88, 735; 100, 925; 147, 810; 60, 965; 977, 506; 147, 810; 60, 965; 977, 106; 56, 515; 88, 735; 100, 925; 147, 810; 60, 965; 977, 506; 977, 506;	\$3, 174 1, 429 1, 452 1, 960 6, 253 3, 404 3, 435 6, 263 2, 943 1, 925 1, 925 1, 925 1, 925 1, 925 1, 925 2, 995 4, 097 3, 461 201, 990 1, 975 2, 950 2, 964 1, 975 2, 964 1, 975 1, 977 1,	\$7, 910 1, 820 2, 131 3, 419 2, 535 11, 310 2, 480 6, 647 8, 606 80, 092 6, 980 4, 456 8, 787 2, 519 6, 483 80, 586 8, 282 8, 181 4, 680 8, 241 10, 536 11, 540 8, 616 8,	\$25,003 0 47,725 0 21,475 0 32,400 0 14,206 0 0 14,375 0 0 19,790 0 19,790 0 0 19,200 0 0 11,185 7 6 6 6 6 6 7,278 5 6 10,566 6 7,278 5 6 10,566 6 7,278 5 6 10,566 6 7,278 5 6 10,566 6 11,135 0 0 6 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 11,135 0 0 0 0 11,135 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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Summary for 1899—Continued.

TABLE MII.-Concluded.

Massac	1 2 2 5	1	
### ### ### ### ### ### ### ### ### ##	value paratus value	mount of district levy for support	
Woodford	84, 211 00 214, 389 2, 389 5, 498 28, 785 76, 527 20, 600 0 21, 380 9, 875 16, 448 8, 787 20, 600 0 20, 600 0 20, 600 0 43, 500 0 43, 500 0 43, 500 0 43, 500 0 43, 500 0 44, 500 0 44, 500 0 44, 500 0 44, 520 0 42, 210 0<	84, 211 00 74, 527 56 220, 792 22 43, 794 85 59, 896 08 29, 541 94 78, 970 01 18, 106 13 44, 341 80 98, 800 86 301, 062 13 36, 420 67 63, 029 87 80, 841 00 14, 416 58 19, 469 82 15, 342 06 27, 634 00 194, 069 44 30, 693 77 803, 823 48 37, 571 28 28, 820 00 75, 427 35 35, 532 98 264, 816 24 87, 903 96 89, 426 16 31, 610 00 187, 437 59 233, 467 20 83, 052 42 87, 903 96 86, 426 16 31, 610 00 187, 437 59 233, 467 20 83, 052 42 87, 903 96 86, 426 16 31, 610 00 187, 437 59 233, 467 20 83, 052 42 87, 903 96 86, 426 16 31, 610 00 187, 437 59 233, 467 20 83, 052 42 121, 111 39 202, 019 96 30, 545 10 129, 576 67	de Henry de Lean denard dercer denree

Summary for 1899—Continued.

51	Average No. of hours spent in each school.	सम्बद्धाः स्टब्स् क्ष्रिक स्टब्स् स्टब्
2	No. of ungraded schools not visited during the	数 : T
17	No of schools not vis- ited at all during the year	数
9	No. of achoois visited more than once during the year	表表的形象。我们在我们的一种的一种的。
\$	No. of different schools visited during the year	第25日の当日本の第三日本に対象の第三日のからの対象
7	No. of second grade cer- tificates renewed dur- ing the year	STERNET IN COURSE OF STERNET IN
22	No. of first grade cer- tificates renewed dur- ing the year	Prosect Name of The organical Company of the o
2	Total number rejected	の32年におけた66年2日2日第2日2日日 20日日日日日日日日日日日日日日日日日日日日日日日日日日日
Ħ	No. of female applicants rejected.	ちゃられるちょびからいいからないなる。
92	No. of male applicants rejected	· 18 · · · · · · · · · · · · · · · · · ·
ÇA.	No. of second grade cer- tificates issued to fe males	Sassas da masta de masta de la compansión de la compansió
80	No. of first grade cer- tificates issued to fe- males	NOTAMONE SON CONSTRUCTION OF THE PROPERTY OF T
it-	No. of second grade certificates issued to males	2
10	No. of first grade certificates issued to males	Salaure and Subseq and Element
Ю	Total number of appli- canta examined during the year	2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x
-	No. of female applicants examined during the year	28868888888888888888888888888888888888
00	No. of male applicants examined during the	808168844456885688688888888888888888888888
23	Whole number of exam- instions held during the year	Head debase aces aces and an aces as
-	No. of different places where examinations were held during year	
	Counties.	Adams Alexander. Bond. Boobe Brown Bureau Calboun Carroll Cass Chambaign Clark Coles Control Coles Control Coles Control Coles Control Coles Col

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全型产业等的证据。 2.12.12.12.12.12.12.12.12.12.12.12.12.12
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Summary for 1899-Continued.

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a	Average No. of hours spent in each school	कार वर्षा स्थाप क्षेत्र क्षेत् व्यवस्थानस्थानस्थानस्थानस्थानस्थानस्थानस्थान	9.8
99	No. of ungraded schools not visited during the year	· · · · · · · · · · · · · · · · · · ·	1,196
13	No of schools not vis- ited at all during the year	· · · · · · · · · · · · · · · · · · ·	1,568
93	No. of schools visited more than once during the year.	公司 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	8, 256
ä	No of different schools visited during the year	できるとはおまとうごうととなりままままままま	10, 690
=	No. of second grade car- tificates renewed dur- ing the year	報報を表現的の報告 (A) 10 10 10 10 10 10 10 10 10 10 10 10 10	6.870
22	No. of first grade cer- tificates renewed dur- ing the year	一型型型學科學型第一部 18 18 18 18 18 18 18 18 18 18 18 18 18	1,687
22	Total number rejected	"是第一个是一个是一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个	5, 480
=	No. of female applicants rejected	-2005820232424542020284 <u>4534</u>	1,694
2	No of male applicants rejected	:24~264044999800-15802943	3, 786
de	No. of second grade cer- tificates issued to fe- males	。 の な の は の に の は の に の は の に に に の に に に に に に に に に に に に に	7,140
80	No. of first grade cer- tificates issued to fe- males	HOLDER HOLDER BERNERS HEREN THE COMPANY OF THE PROPERTY OF THE	1,016
1~	No. of second grade certificates issued to males	-站口等的名名名名名名名名名名名名名名名名名名名名名	2,510
*	No. of first grade certificates issued to males	14 · · · · · · · · · · · · · · · · · · ·	728
10	Total number of appli cante examined during the year	125 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	17, 992
-	No of female applicants examined during the year	二名名式和斯尼中国西西西部的第二天中部中国四个日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本	
00	No. of male applicants examined during the	·····································	6,147 11,863
94	Whole number of exam- inations held during		878
M	No. of different places where examinations were held during year	<u>NAME AND AND AND AND AND AND AND AND AND AND</u>	器
	Counties	Futnam. Rock leland Rock lela	Totals

Summary for 1899-Continued.

	28	No. school sup'ts (city, vil- lage, etc.) who spent but 1 hr. a day in supervision No. school sup ts (city, vil- lage, etc.) who spend '2 or 's of their time	
	19	lage, etc.) who spend sor to of their time No. school sup ta (city, vil-	
	*	lage, etc.) who spend all their time in supervision Number of teachers' meet-	надрежений минерали- иничена
	23	ings held in the county (district or township)	THE PARTY OF THE P
	25	Number of public lectures delivered by others than county superintendent	
	저	Whole number of different persons enrolled	
	2	Number of other persons enrolled	4 44 68 5 4
	24	Number of persons en- rolled entitled to attend free.	8 :1258rt32532531532541332 :852
	Я	Whole number of days' continuance of these institutes.	S annosus Stresses sense sense Heg
	14	Whole number of teach- ers' institutes held by county superintendent.	ल च्याच्याच्याच्याच्याच्याच्याच्याच्याच्या
XIII—Continued.	25	Number public addresses delivered by county su- perintendent	
%- <u>I</u>	Я	Whole number of days of official service randered.	
N M	*	Number of days spent in other official duties	SHELL THE ESTERNISHED
TABL	22	Number of days spent in office work during the year.	· 李林斯本马士与苏格兰拉斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯斯
	21	Number of days apent in institute work during the year	S . energed and and and and and and and and and an
	Ħ	Number of days spent in examination of teachers during the year	2000年10日 10日 10日 10日 10日 10日 10日 10日 10日 10日
	8	Number of days spent in school visitation during the year.	· · · · · · · · · · · · · · · · · · ·
		Counties	Adama Joseph Joseph Jacob

Summary for 1899—Continued.

25	No. school sup'ra (city, vil- lage, etc.) who spend but i hr. a day in supervision	V 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
38.	No. school sup, ts (city, vil- lage, etc.) who spend 's or 'a of their time	
122	No. school sup'ts (city, vll- lage, etc.) who spend 2s or % of their time	
35	No. school sup'ts .city, vil- lage, etc.) who spend all their time in supervision	
83	Number of teachers' meet- ings held in the county (district or township)	DADORD NOW DADADDDRAGAMAN C
以	Number of public lectures delivered by others than county superintendent	mann in the constant in the co
===	Whole number of different persons enrolled.	Exerais PESFEESSESSESSES
8	Number of other persons enrolled	
28	Number of persons en- rolled entitled to attend free	Carado - Saratina de Sara de S
88	Whole number of days' continuence of these in-	354440000000000000000000000000000000000
22	Whole number of teach ers' institutes held by county superintendent .	न भ ज न १६ न ५ न न न न न न न न ने न न न १६ न न न न न न न न न न न न न न न न न न न
38	Number public addresses delivered by county su- perintendent.	
10	Whole number of days of official service rendered	HARRIE REPRESENTATION OF THE PROPERTY OF THE P
	Number of days spent in other official duties	・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・
23	Number of days spent in office work during the year	25285818555282855558885555
54	Number of days spent in institute work during the	
=======================================	Number of days spent in examination of teachers during the year.	28383808882338388 <u>35883</u> 5
a	Number of days spent in school visitation during the year	<u> </u>
j	COUNTIES	allatin allatin allatin around aro
f .		- PARAMETER LACE CONTRACTOR

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Summary for 1899-Continued.

AND EXPENSES.
COMPRHEATION
SUPERINTENDENTS'
V-Court
LABLE XIV

91	Total of compen- sation and all expenses	
	Total of expenses.	2. 1
00	Amount paid for advertising exi aminations of teachers and other expenses	· · · · · · · · · · · · · · · · · · ·
En .	Amount from county treasurer for incidental and other expenses	2, 13, 13, 13, 13, 13, 13, 13, 13, 13, 13
99	Total compensation and per diem expenses	### ##################################
10	Amount received as commissione on sales of school lands	1.81.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.
•	Amount received as commissions on moneys loaned	
0%	Amount of com- missions on moneys paid township treas- urers	の表現的のの表現ののでは、 では、 できば、 できば、 できば、 できば、 できば、 できば、 できば、 できば
-	Amount of per diem expenses from State Audi- tor	######################################
-	Amount of per diem compensa- tion from State Auditor	
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Summary for 1889-Continued.

TABLE XIV-Constuded.

10	Total of compensa- tion and all ex- penses		,021 66 \$175,584 37
-	Amount paid for advertising ex aminations of teachers and	2835 12 1221214 14854 15835 28 1232281283	\$3, 358 44 \$31,
l'e	Amount from county treasurer for incidental and other expenses.	75 20 20 20 20 20 20 20 20 20 20 20 20 20	F27, 663 21
40	Potal compensa- tion and per diem expenses	25,25,25,25,25,25,25,25,25,25,25,25,25,2	\$145,542 72
iĝ.	Amount received as commissions on sales of school lands		26. 192
•	Amount received as commissions on moneys loaned	25 52 52 52 52 52 52 52 52 52 52 52 52 5	\$1,126.06
00	Amount of com- missions on moneys paid township treas- urers	21525282182522223152 2152528218252222222	\$18,946 67
64	Amount of per diem expenses from State Auditor	######################################	911, 453 14
-	Amount of per diem compensa- tion from State Auditor	2 41111111 111111 111 0008331331313111 1111111 111 000833133131311 1111111 1111 000833133131311 1111111 1111 000833133131311 1111111 111111 111111 111111	\$113,952 00
	COUNTI	chuyler coff belbr coff terbenson terbenson coff teren coff t	Totals

Summary for 1899—Continued.

TABLE XV.—FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—RECEIPTS.

20	Total—columns 1-7	######################################
-	Other receipts	21 13 1 87 03 03 047 50 24 36
•	Received from fines and forfeitures	#534
NO.	Received from income of county fund during the year	2
4	Received from State Auditor	は
æ	Cash on hand July 1. 1898, held for other purposes.	
N	Cash on hand July 1, 1898, distributed but not paid over	17, 980 75 17, 980 75 301 96
-	Cash on hand July 1, 1898, held for distribu- tion	2084
	Counties.	Adams Alexander Bond. Boone Brown Bureau. Calboun Calboun Charkitan Charistan Clark

Summary for 1899—Continued.

TABLE XV.—Continued.

o o	Total—columns 1-7	41146446446666666464666466666666666666
L	Other receipts	69 0 3
•	Received from fines and forfeitures	7
10	Received from income of county fund during the year	
•	Received from State Auditor	2, 212 10, 690 10, 690 13, 725 1, 727 1, 727 1, 165 10, 105 10, 105 105 105 105 105 105 105 105 105 105
8	Cash on hand July 1. 1898, held for other purposes	
81	Cash on hand July 1, 1898, distributed but not paid over	175 18 175 18 100 00 20 76
-	Cash on hand July 1, 1898, held for distribu- tion	01 01 20 20 20 20 20 20 20 20 20 20 20 20 20
	COUNTIES.	Franklin Gallatin Gallatin Gallatin Greene Greene Greene Greene Greene Greene Hardin Hardin Honry Honr

38	REER	385	255	1881	242	323	3888	85E8	2323	335	7. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	3458	\$700 68 \$978.863 28
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185 24			102 42	416 01	878 2838	188 94	8 8 8 8					888 883 1	\$7,928 10
355			533		ers		1528 1528	8527		2483	14.0.0.0.1 128.5.2.2 128.5.2.3 18.2.8.2	822	\$981, 581 66
	- 39 00 w			130g	25		1000	569.69	ONG		8		\$ 19,400 23
<u></u>	11 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	7 798	• • • • •	216 54 216 54 181 7	888	• • • • • • • • • • • • • • • • • • • •	3555 3555 3555		22 22 28 30 30 30 30 30 30 30 30 30 30 30 30 30	2212 2212 28 98 28 98			\$9,809.86
			Mercer. Monroe. Montgomery.		Perry Piatt Pike	Pope. Pulaski. Putnam.	Richland Rock Island Saline		Stark St. Clair Stophenson	Union Vermilion Wabash	Washington Wayne Wayne White		

Summary for 1899-Continued.

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	45	Cash on hand June 20, 1879, distributed but not paid over	
EMENTS.	M\$	Cash on hand June 30, 1899, held for distri- bution	32 12033243542 1208 58403-1208 32 12033263280 2848 5846288464
ге Отевтив	7	Other expenditures	
Superintendents-Disbursents	00	Amount paid for advertising examina- tions of teachers	2.0 28 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
COUNTY SUP	61	Amount of all commis- sions charged	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
0	***	Paid township treas- urers	######################################
TABLE XVIFIRANCIAL REPORTS	•	Countible	dame dame ond ond ond ond one cown ureau ploun ploun ploun ploun ploun ploun pristlan lark linton oles ook rawford umberland offer ougles orfer ougles ougl
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Gallatin Greene Grundy Hamilton Hancock Hardin Henderson Iroquois Macon Macoupin Madison Marion Massac McDoneugh McHenry McLean Montgomery.... Kane Kankakee LaSalle Lawrence Livingston rogan Mason Morcer doultrie 0810 760ria..... POLTY 5 pt 20pe Knoz Lake chland..... Jackson ersey.... Jasper Jefferson oDaviess obnson E KO.... dolopas butnam. pulaski 997

Summary for 1899—Continued.

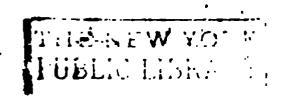
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Total—items 1-7	0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0	\$078, 862 28
Cash on hand June 30. 1899, distributed but not paid over		70 0898
Cash on hand June 30, 1899, held for distribution	# # # # # # # # # # # # # # # # # # #	\$8,137 47
Other expenditures	\$118 50 18 33 18 88 19 8 81 19 8 84 10 2 14 88	61,720 54
Amount paid for advertising examinations of teachers	## ## ## ## ## ## ## ## ## ## ## ## ##	51. 248 G2
Amount of all commissions charged	200 200 200 200 200 200 200 200 200 200	\$20, 164 20
Paid towdship treas- urers	8;4,7;4,4;4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4	\$046, 797 40
COUNTIES.		



THE NEW YORK FUBLIC LIBRARY

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3, 424 65 2, 354 00 31, 450 00 32, 255 65 55 55 55 55 55 55 55 55 55 55 55 5	Adams	*		61	906 (\$\$		4 1 9 4 4 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	88	83	+ 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1	1 : . : :
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Summary for 1899 -- Continued.

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Number of acres of school lands sold during the year	1 4 4 1		- 1 + 4 + 4 + 6 + 1 + 1 + 6 + 1 + 6		- 1 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0
Total amount of the	8258	.8828	032 00 517 96 520 00	958 958 958 958 958	200 80 800 80 80 80 80 80 80 80 80 80 80 80 80 80 8
	\$\text{\$\delta}\$ \$\text	8.8			
Real estate held as part of the fund				100	4 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Bonds held as part of the fund					
Value of loans on real estate	25524 26554 1, 6922	1.550			00 000 T
Value of loans on personal security	8496 30 372 00	25 25 25 25 25 25 25 25 25 25 25 25 25 2	1, 773 06	5,485 00	25 25 25 25 25 25 25 25 25 25 25 25 25 2
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	Number of acres of achool lands sold during the year Net proceeds of 16 h section lands sold during the year Total amount of the fund Cash on hand belong ling to principal of the fund Real estate held as part of the fund Bonds held as part of the fund Value of loans on resl estate	Number of acres of achool lands sold during the year Net proceeds of 16 h section lands sold during the year Total amount of the fund Cash on hand belong ling to principal of the fund Real estate held as part of the fund Bonds held as part of the fund Value of loans on resl estate Value of loans on personal security Value of loans on personal security	Number of acres of achool lands sold during the year Net proceeds of 18 h section lands sold during the year Total amount of the fund sold during the year Cash on hand belong ing to principal of the fund Real estate held as part of the fund Bonds held as part of the fund Value of loans on real estate Value of loans on personal security Value of loans on personal security	Number of acres of achool lands sold during the year. Net proceeds of 18 h section lands sold during the year. Total amount of the fund. Cash on hand belong ing to principal of the fund. Real estate held as part of the fund. Value of loans on real estate. Value of loans on personal security.	Number of acres of achool lands sold during the year Net proceeds of 16 h acction lands sold during the year Total amount of the fund

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Summary for 1899-Continued.

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10	Total from all sources for institutes	20000000000000000000000000000000000000
2	From other sources for institutes	M 2
#	From teachers (not fees under sections 8 and 10 of Art. VII.) for institutes	
100	From county board for support of institutes	
참	Balance of funda from any other sources re- ported held for institute purposes. July 1, 1894	
1	Total of institute funds proper from fees, sec- tions 8 and 10, Art. VII.	20000000000000000000000000000000000000
2	From registration fees	9
en.	From renewals of 2d grade cartificates	2-22
açı	From renewals of 1st grade certificates	· · · · · · · · · · · · · · · · · · ·
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→	From women who receiv'd 1st grade certificates	HOLLA SULES SE SESTEMENTARISTE LINE
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54	From men who received 1st grade certificates	Sales Summer Sum
-	Balance of institute fund proper on hand July 1, 1898	25 - 25 - 25 - 25 - 25 - 25 - 25 - 25 -
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Summary for 1899-Continued.

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16	Total from all sources for institutes	######################################
57	From other sources for institutes	
×	From teachers (not fees under sections 8 and 10 of Art. VII) for insti- tute	2
22	From county board for support of institutes	
12	Balance of funds from any other sources re- ported held for institute purposes July 1, 1898	
11	Total of institute funds, proper from fees, sec- tions 8 and 10, Art. VII	52561184285555514 5256185555555555555555555555555555555555
91	From registration fees	
-	From repewals of 2d grade certificates	の数: 四点 は、9 を称り 数: 8 は数は数なる
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61	From men who received 1st grade certificates	9 - 0 mm
**	Balance of institute fund proper on hand July 1, 1898	5. 2562568885888 487 11. 22686 28658 8857 255 11. 22686 28658 8857 255
	Counties.	Randolph Richland Rock Island Rock Island Seline Scott Scott Scott Scott Scott Scott Scott Scott Serwell Serwe

Summary for 1899-Continued.

TABLE XVIIL-CONTINUED-INSTITUTE FUND-CE.

18 23	Total expenditures and balances for year ending June 30, 1899. Balance of other institute funds on hand June 30, 1899. Balance of institute fund proper on hand June 30, 1899, being	
	in the hands of the consty treasurer	
R	Commissions retained by county treasurer.	
*	Total payments from institute funds for year ending June 20, 1899.	2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
R	Paid incidental ex- penses of institute from other institute funds	
21	Paid institute lectur- ers from other insti- tute funds	
H	Paid institute conduc- tors and instructors from other institute funds	
88	Total paid from insti- tute fund proper for year ending June 30,	# 1928
	1299	
93	Paid incidental ex- penses of institute from institute fund proper	2 24 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
19 19	penses of institute from institute fund	
	penses of institute from institute fund proper	2 888
99	penses of institute from institute fund proper Paid institute lecturers from institute fund proper Paid institute conductors and instructors from institute fund	2

Summary for 1899-Continued.

TABLE XVIII-Continued.

99	Total expenditures and balances for year ending June 30,	を表現を表現を表現を表現を表現を表現を表現を表現を表現を表現を表現を表現を表現を
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72	Balance of other insti- tute funds on hand June 30, 1899	
×	Balance of institute fund proper on hand June 30, 1899, being in the hands of the county treasurer	25 - 25 - 25 - 25 - 25 - 25 - 25 - 25 -
N	Commissions retained by county treasurer.	
22	Total payments from institute funds for year ending June 30, 1899	54446216218221444444444444444444444444444
23	Paid incidental expenses of institute from other institute funds.	
N	Paid institute lectur- ers from other insti- tute funds	
64	Paid institute conduc- tors and instructors from other institute funds	
8	Total paid from justi tute fund proper for year ending June 30, 1899	
22	Paid incidental ex- penses of institute from institute fund proper	
30	Paid institute lectur- ers from institute fund proper	20 00 12 20 20 13 15 15 15 15 15 15 15 15 15 15 15 15 15
17	Paid institute conduc- tors and instructors from institute fund proper	2521112
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Summary for 1899-Continued.

TABLE XIX-HIGH SCHOOL STATISTICS, ENECLIMENT AND GRADUATES.

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To	Males	
TOTAL.	Females	
-	Total	8222 ² 22 22 22 22 22 22 22 22 22 22 22 22 2
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GRADUATES.	Females	RANDER MANDER MADER AND TORRESTANDER MANDER
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Summary for 1899-Continued.

TABLE XIX. - Continued.

FIRST YEAR, SECOND YEAR, TRIED YEAR, YEAR, YEAR, TOTAL, A	Total Females Males Total Females Males Total Females Total Females Total Females Total Females Males Total Females Total Females Males Total Females Total Females	Wheaton We be aton We be
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	Females	\$2000-3000-30000000000000000000000000000
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Summary for 1899-Continued.

TABLE XIX—Continued.

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Summary for 1899—Continued.

IABLE XIX-Concluded.

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TOTAL.	Females	4888825825524288555482888885583
F	Males	**************************************
# J	Total	
YEAR.	Females	***************************************
	Males	**
YEAR	Total	
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YEAR.	Total	2011年2011年2011年2011年2011年2011年2011年2011
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PLATE XXIII. THE "TERROR" MADE COMFORTABLE AND EFFECTIVE.

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"It is evident that many of these are not doing fifth year high school work, but special or irregular work.

Summary of 1899-Continued.

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91	No. of volumes in library.	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
**	Value of school buildings, sites and furniture.	000 Las
27	Cost per pupil on average enrollment for tuition and incidental expenses	25000000000000000000000000000000000000
04	Cost per pupil on average enrollment for tuition	**************************************
=	Cost per pupil enrolled for tuition and inci- dental expenses	网络农村中的农民政务的工程的农民工程的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的
93	Cost per pupil enrolled for tuition	的现在分词形式的现在分词的现在分词的现在分词的现在分词的现在分词形式的现在分词形式的现在分词形式的现在分词形式的现在分词形式的现在分词形式的一种形式的一种一种一种一种一种一种一种一种一种一种一种一种一种一种一种一种一种一种一种
	Amount of incidental ex-	
10	Amount paid high school teachers	111 1411 41 42444 1 4411 2222422222222222222222222222222222
P=	Average monthly wages paid	5564526253526255555555555555555555555555
9	Lowest monthly wages paid	#2%#2%################################
10	Bighest monthly wages paid	1958
4	No. of months schools were in seasion	さるでありたよるものようのななよしましたまま
PO-	No. of teachers	
PI	No of years in course of study	
-	Class of school—1,2,8, or 4.	*
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LIBRARIES AND	11	Value of school buildings. sites and furniture	000 sa
LUBEA	23	Cost per pupil on average, enrollment for tuition, and incidental expenses	4004044
	23	Cost per pupil on average enrollment for tuition .	48424355
Buildings,	11	Cost per pupil enrolled for tuition and inci- dental expenses	######################################
ò	93	Cost per pupil enrolled for tuition	2525486 : 482528284288354888 25252584 : 48252588
IL; VALUE	a	Amount of incidental ex-	23522554454582225555234883523 888888888888888888888888888888888
ST PER PUPIL;	20	Amount paid high school teachers	444-44-4444 444 444 88888888888888888888
ma; Coer	Ç=	Average monthly wages	246884688684884888888888888888888888888
WAG	φ	Lowest monthly wages	2282282282282822222222222 288222282222
UGHT	10	Highest monthly wages	54858888888888888888888888888888888888
ва Та	4	No. of months schools were in session	
for	40	No. of teachers	HANNER WEIGHTON BORREST BORREST
	61	No. of years in course of study	4 4 4 4 4 4 4 6 6 4 6 6 6 6 6 6 6 6 6 6
1871	+ 4	Class of school-1, 2, 3 or 4.	
TABLE XX.—High School Statistics-Months Taught;		High Schools.	Clinton. Farmer City Tuncola Arcela Wheaton Hinadale Downer's Grove Ellsworth Ellsworth Ellsworth Ellsworth Calbion Altamont, Vandalia Farton Canton Cownton C
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Summary for 1899- Continued.

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	HIGH SCHOOLS.	South Abingdon. Waukegan Waukegan Deerfield Twp. Streator Twp. West Mendota. East Mendota. East Mendota. East Mendota. East Mendota. Marseilles Eastrylle La Salle Twp. Asbron. North Dixon Parpay Pontiac Twp. Parrest Chatsworth Odell Lincoln. Atlanta. Mt. Pulaski
-	Class of school-1.2, 3 or 4.	→中央のの内科の内部中部的対象の内部的数数内科的
	No. of years in course of study	ক্ষাৰ কৰাৰ লগতে ই কৰাৰ কাম কৰাৰ কাম কৰাৰ কাম
25	No. of teachers	
	No. of months shools were in session.	######################################
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-	Lowest monthly wages	888 23 24 25 24 25 25 25 25 25 25 25 25 25 25 25 25 25
F	Average monthly wages	85525886427 8 22888846442
	Amount paid high school teachers	48666666666666666666666666666666666666
a	Amount of incidental expenses	# 41. # 25.
9	Cost per pupil enrolled for fuition.	525825252525252525252525252525252525252
=	Cost per pupil enrolled for tuition and incident-	######################################
23	Cost per pupil on average enrollment for tuition	258255538888888888888888888888888888888
=	Cost per pupil on average enrollment for tuition and incidental expenses	######################################
77	Valve of school buildings, sites and furniture	25, 000 20, 000 20, 000 20, 000 20, 000 20, 000
19	No. of volumns in library.	#555\$
16	Value of library and ap-	**************************************
11	Amount of any endow-	

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	Bushbell				8	3	8	_		_	_	2	2	9	9	2	2	*****	
	Colchester				3	8	8	_		_	_	18	=	130	9	100	5	:	
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	Harvard				H	8	99	_		_	-	18	ò	28	50	1.000	1.000		
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	ORY OFOOM				3	3	81	_				Į.	R	8		Ri	:		
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Summary for 1899-Continued.

TABLE XX—Continued.

11	Amount of any endow-	
		2323222222222
91	Value of library and ap- paratus	E ENGELLE CONTRACT CO
97	No. of volumes in library	23548528888888 328854 8 58
25	Value of school buildings, sites and furniture	000
23	Cost per pupil on average suroliment for tuition and incidental expenses	2012年2012年2012年2012年2012年2012年2012年2012
2	Cost per pupil on average enrollment for tuition	282242122222222222222222222222222222222
=	Cost per pupil enrolled for tuition and incidental expenses.	######################################
2	Cost per pupil enrolled for tuition.	22222222222222222222222222222222222222
0.	Amount of incidental ex- expenses	<u> </u>
20	Amount paid high school teachers	######################################
I'v	Average monthly wages paid	\$53%525555555555555555555555555555555555
*	Lowest monthly wages	2223#2323224228222222 229988228222222222222
IG.	Highest monthly wages	
-	No. of months schools	22400000000000000000000000000000000000
64	No. of teachers	◆ 日本のようないないない。 ・
pq	No. of years in course of study	व व 00 व व व व व व व व व व व व व व व व
-	Classofschool, \$1,2,8074	21 20 20 20 - 中國第一中國國際國際國際
	Hos Scrools.	Sullivan Lovington Rochelle Rochelle Porreston Pollo Barro Penra Chillicothe Elmwood Peoria Princeville Princevill
	COUNTIES.	Moultrie Ogia Peoria Peirt Piatt Piatt Richland

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				1122111111125 1122111111111111111111111	8888888
					<u> </u>
		400000	-		ARHETEE
Rock Island Moline Springfield Rashville Winobester Sheibyville Toulon Wyonging Bredford	122 1 1 1 1 1 1	Washington Delayan Anns Cobden Jonesboro Hoopeston		Carmi Grayville Sterling, Twp Rock Falls, Fulton, Morrison Prophetstown Wilmington	- 1
P	Stephenson	Union	Wabsah Warren Washington	Whiteside	Williamson

Summary for 1899-Concluded.

TABLE XX—Concluded.

11	Amount of any endow-	009	81,970
2	Value of library and apparatus	2 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$287,229
9	No. of volumes in library	58 <u>28</u>	\$152, 994
**	Value of school buildings, sites and furniture		\$2, 601, 080
	Cost per pupil on average enrollment for tuition and incidental expenses	25255 25255 25255 25255	55 T 75
04 64	Cost perpupil on average enrollment for tuition	12 50 50 15 60 60 15 60 60	23 80
	Cost per pupil enrolled fortuition and incidental expenses	2828 2828	25
91	Cost per pupil enrolled for tuition	128821	25 25 26 26
	Amount of incidental ex-	110000 110000 100000 100000	\$166,960 38
-	Amount paid high achool teachers	11.667 90 11.060 940 10.000 940 940 940 940	\$1,119,539 96
F-	Average monthly wages	2888 888 888 888	
10	Lowest monthly wages	5888 8888	
۵	Highest monthly wages	3855 8888 8888	
-	No. of months schools were in session	40 00 00 00 00 00 00 00]
**	No. of teachers	NNNN	1,351
40	No. of years in course of study	2044	
_	Classofuchools, \$1,2,8or4	20044	<u> </u>
	High Schools,	Winonk Eureka El Paso (East).	
	COUNTIES.	Woodford	Totals

Summary for 1900.

No. of dists. having school less than 6 months . . . 2 No. of districte having no 2 222222222 囂 TABLE I.-General Statistics, Showing Census, Enboliment, Days' Aftendance and Districts. Total days' attendance . . Days of attendance in un-graded schools..... 앩 #**#################################** Days of attendance in graded achools...... 23 Total number of pupils enrolled..... No. of female pupils en-rolled in ungraded 8 schools No. of male pupils en-rolled in ungraded schools...... a No. of female pupils en-rolled in graded schools ø 하였 No. of male pupils en-rolled in graded schools 4-Total number of persons between the ages of 6 and 21. . No. of females between the ages of 6 and 21 No. of males between the ages of 6 and 21 Total number of persons under 21 years of age . . . No. of females under 21 64 ကျို့ခံခံလ်လ်သားလ်လ်တောင်းဆိုခံခံလေးစာခော်စားထိုလ်ခံစာတ years of age No. of males under 21 years of age Adams
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Total number of schools

Number of districts having school 6 months or

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Summary for 1900.—Continued.

TABLE I.-Concluded.

\$	Total number of school districts	まちては日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本
12	Number of districts hav- ing school 6 months or more.	多等性的學習的學習的可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以
2	No.of diste having school less than 6 months	स्व स्वरं मा अपने से ल लेकिकाकक क्रम
9	No. of districts having no schools	
14	Total days' attendance	######################################
=	Days of attendance in ungraded schools	######################################
2	Days of attendance in graded schools	15445544+F848F554485944555554 544554458588548859555554
==	Total number of pupils enrolled	ઌૺ૽ૺૡઌઌઌૡ૽ૡૡૡઌઌઌઌઌૡૡ૱૽ૺૺૺૺૺૡઌૡૡ૽ૺૺૺૺ૱ૡૡ ઽૹૢઽૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢૢઌૢૢૢૢૢૢૢૢૢૢ
92	No. of female pupils en- rolled in ungraded schools	역성대급 학생
Çi.	No. of male pupils en- rolled in ungraded schools	400 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1
90	No. of female pupils en- rolled in graded schools	22200222222222222222222222222222222222
E	No. of male pupils en- rolled in graded schools	지 나니 저 지나니 나 다 면 저 저지만 나니니 2021년20212242212222222222222222222222222
40	Total number of persons between the ages of 6 and 21	たばらにたけるなるのにによるよれるだける上午をあるとはあれる。 たまなのではなるのかないのかないのは、1000000000000000000000000000000000000
10	No. of females between theages of 6 and 21	######################################
•	No. of males between the ages of 5 and 21	@E@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@
200	Total number of persons nuder 21 years of age .	\$\$\.\\$\.\\$\.\\$\.\\$\\\$\\\$\\\$\\\$\\\$\\\$\\\$\
**	No. of females under 2t	40%PHE THE SEE SEE SEE SEE SEE SEE SEE SEE SEE S
-	No. of males under 21 years of age	ঢ়ড়ৢঀঢ়ড়ড়য়৸ড়ড়ড়ড়৸ড়ড়ঀৢড় <mark>ঢ়ড়ড়ড়ড়ঢ়ঢ়ড়</mark>
	COUNTIES.	Creating Creating Great Gre

<u>详可能表现化元素基础产品表示等由后对上支键应出地的产品的基础表现是可能记得中期的通常证据</u>	30 S
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	286,136
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Summary for 1900-Continued.

TABLE II.-GRIERAL STATISTICS. SHOWING SCHOOL HOUSES, SCHOOLS, MONTES OF SCHOOL, TEACHERS AND MONTES TAUGST.

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	2	Total No. months taught in public schools	e e e e e e e e e e e e e e e e e e e
Ì	ធ	No. of months taught by female teachers in un- graded schools.	2082325500000000000000000000000000000000
	81	No. of months taught by male teachers in un- graded schools	252561252525252555555555555555555555555
	줘	No. of months taught by female teachers in graded schools,	
	R	No. of months taught by male teachers in graded schools	288428825855555555555555555555555555555
ľ	61	Total No. of teachers	\$844654-E15851488514884548
	90	No. of female teachers in ungraded schools	7112 E 22 1 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2
	17	No. of male teachers in ungraded schools	RESERVE THE SERVE ASSESSED ASSESSED
	16	No. of female teachers in graded schools	できる。 「日本のは、日本のは、日本のは、日本のは、日本のは、日本のは、日本のは、日本のは、
	22	No. of male teachers in graded schools	20日でもなる日本の日本の日本の日本の日本の日本日本の日本日本の日本日本の日本日本の日本日
	3	Average No. of months of school.	24-04-04-14-14-14-14-14-14-14-14-14-14-14-14-14
	20	Total No. months schools were in session	
-	2	No. of months ungraded schools were in session.	THE WASHIELD BE WELLES TO BE WASHE
	11	No of months graded schools were in session.	製金されどれまる。 基本のは、 は、 は、 は、 は、 は、 は、 は、 は、 は、
	10	Total No. public schools .	<u> </u>
	\$	No. of ungraded schools	<u> </u>
1		No. of graded schools	がよって見なる山田の内部の日本のははははいいます。
	[-e	No, of public high schools	GNNSH- GGGSTHHBAN GSSSCHHAR
		No. of school houses built during year	H H H H H H H H H H H H H H H H H H H
	40	Total No. of school houses	azeta a 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
	4	No. of log school houses	
	00	No frame school houses.	支援者を対している。 対抗ないには、 対ないには、 は、 は、 は、 は、 は、 は、 は、 は、 は、
	64	No. brick school houses	Secondading to act to a secondary
	71	No. stone school houses.	
		Counties.	Adarba Legander Cooperation

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<del>雪片製造器上高加速性器全元的基础用度在包含性含土等的比较级的工具的数据上层的数据上层的数据的</del>
<u> 全一名中的計算数字は対象のように関するとのをというというにはいるにはなるのではなるとには中国になっては、</u>
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Summary for 1900-Continued.

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ន	Total No. months taught In public schools	では、 は、 は、 ならは、 ないは、 ないは、 ないは、 ないは、 ないは、 ないは、 ないは、 ない	210,068
R	No. of months taught by female teachers in un- graded schools	\$2×88×88×88×6×5×85×2×25	452
23	No. of months taught by male teachers in un- graded schools	にいるとはなるとのなるとのではない。	30,410
ѫ	No. of months taught by female teachers in graded schools	26 46 8 3 2 2 8 9 9 8 E 2 8 2 19 8 E 2 3 4	110, 156
8	No. of months taught by male teachers in graded schools.	32223325322582523228	30,030
21	Total No. of teachers	888 888 888 888 888 888 888 888 888 88	36, 969
93	No. of female teachers in ungraded schools	28~ 法代的总统会等级证证证金会证证书证	1,867
17	No. of male teachers in ungraded schools	212552322222222222322322322322322322322322	4, 698
=	No. of female teachers in graded schools	製造製品製出出口等38円式出る口が設め出来が	11, 866
9	No. of male teachers in graded schools	<u> で記む在はもかの名は対対はののおけばはおけて</u>	2, 375
=	Average No. of months of school	6-6-8-4-6-4-6-4-4-4-4-4-4-4-4-4-4-4-4-4-	17-12
22	Total No. months schools were inseesion	2500 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	97.885
3	No. of months ungraded schools were in session.	######################################	79. 867
Ħ	No. of months graded schools were in session.	ログ <u>たま</u> 日本名の部門首の第七日名は野川第四当名	19,000
91	Total No. public schools	产销售基本名誉与基本基本基本基本基础基础等等	12, 797
ds	No. of ungraded schools	日本の 日本の 日本の 日本	10,716
-	No. of graded schools	上韓山東京上江上路村は12日2日江田田田田田田田田田田田田田田田田田田田田田田田田田田田田田田田田田田	
1-	No. of public high schools		麗
-	No. of school houses built during year.	·····································	2
10	Total No. school houses	20 20 20 20 20 20 20 20 20 20 20 20 20 2	12,609
	No, of log school houses		87
-	No. frame school houses.	日本名 当年 名称 日本	10,790
04	No. brick school houses	EN BELLES EN BELLES AS BROWN STATE OF THE ST	1.804
	No. stone school houses.		Eg.
	Courties.	Richland. Rock Island. Aline. Control Contro	Total

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Summary for 1900 - Continued.
TABLE III-Concluded.

	Total	
	Females	
	Males	The second secon
曹	Other causes	
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O	Foreign birth	
AND	Blind or partially blind	
15	Mutes	
1 12	Negligence of parents	
Innwakaor	Inaccessibility of achools	
4	Mental weakness	
	Ill health	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Indigence.	
	Total number of teachers	422082348888888888 H
	in private schools	: Maray
**	No. female teachers in private schools	
==	No. of male teachers in private schools.	H TO THE WASHINGTON
2	Total number of pupils in	2 : LR 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
	private schools	र्शन न अ
22	Female pupils in private	a wasted a see see see see see see see see see s
		N SNAPES SESSESSES
=	Male pupils in private schools	# # # # # # # # # # # # # # # # # # #
91	No. of private schools	H WHOHOMHINGSONAGONGHODES
	### 1 1 1 A A	27154388899582586588868488
-	Whole number of volumes in district libraries	നു എഎ പ്രസ്ത്ര പ്രസ്ത്രിയില് എന്ന് എന്ന് എന്ന് പ്രസ്ത്ര പ്രസ്ത പ്രസ്ത്ര പ്രസ്ത പ്രസ്ത പ്രസ്ത്ര പ്രസ്ത്ര പ്രസ്ത്ര പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത്ര പ്രസ്ത്ര പ്രസ്ത്ര പ്രസ്ത പ്രസ്ത പ്രസ്ത്ര പ്രസ്ത പ്രസ്ത്ര പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്രസ്ത പ്ര
	No. volumes bought dur-	200 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
_	ing year for district li- braries.	La Caller Name Name Caller
E=	No. districts having li- braries	8年で会会の日初四年日内下の2000日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日
	Average monthly wages	
40	paid female teachers	CHREST FRANK FRANK FREE SEE SEE SEE SEE SEE SEE SEE SEE SEE
10	Average monthly wages	88252872258777882527788252E
	paid male teachers	######################################
-	Lowest monthly wages paid any female teacher	28288288888888558658888888 888
		888822888888888888888888888888888888888
_	Lowest monthly wages paid any male teacher	建筑设置成战战战战战器区域区域区域区域区域区域区域区域区域区域区域区域区域区域区域区域区域
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290	Highest monthly wages paid any female teacher	2528548525854578 48888618581 5
		828888888888888888888888888888888888888
-	Highest monthly wages paid any male teacher.	628846888888888888888888888888888888888
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20 20 20 20 20 20 20 20 20 20 20 20 20 2	154 17 95 00 80 00 25 00 57 75 42 24 126 1.349 9,451 127 77 75 00 35 00 24 50 55 51 41 359 24 136 1.349 9,451 125 50 55 00 24 50 25 51 41 359 24 136 136 25 51 51 51 51 51 51 51 51 51 51 51 51 51	20 140 00 20 00 25 00 62 01 48 07 120 3,251 18,364 00 00 00 00 00 00 00 00 00 00 00 00 00	ph 137 60 50 36 00 27 50 59 59 36 47 22 313 1,819 137 60 70 00 25 00 20 40 42 34 21 66 743 4,691 137 60 70 00 25 00 20 40 42 34 20 66 743 4,691 138 64 25 65 00 15 00 32 60 30 00 76 1.147 2,887 138 64 25 65 17 74 7,739 138 64 25 66 17 74 7,739 138 64 25 66 17 74 7,739 138 64 25 66 17 74 7,739 138 64 25 66 17 74 7,739	00. 200 00 120 00 13 00 13 00 13 14 44 44 55 00 15 00	111. 101 10 80 00 25 00 54 36 41 19 40 884 5,489 100 00 40 00 25 00 25 00 45 53 52 67 11 797 4,482 8 15 10 00 00 00 00 00 00 00 00 00 00 00 00	22 1.043 6.045 6.0	3300 00 4840 00 12 50 13 00 60 40 52 47 4667 55, 252 525, 818 965 69.

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	1.5	Total—columns 6—12	######################################
	#	Balance on hand, cash held for distribution June 39, 1900	1. 25.25. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.
	11	Other expenditures of these funds	00 55 8 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
6	51	Distributed to districts .	######################################
ND ACCOUNT	6.	Added to principal of township fund	
Continued.	80	Compensation of treasurers	25
	ķ-	Paid for publishing annual statement	器。在表面的数字是提及的的数字可能的的数据的的数据 约325年的数据表面的2000000000000000000000000000000000000
7	9	Incidental expenses of treasurers and trustees.	22222222222222222222222222222222222222
	40	Total—sum of columns	######################################
ADRIE IV.—FINANCIAL	*	From other sources	20 12 2 12 2 12 2 2 2 2 2 2 2 2 2 2 2 2
TABLE		Received from county su- perintendents	######################################
	19	Income of township fund received during theyear	25-15-05-25-25-25-25-25-25-25-25-25-25-25-25-25
	1	Balance of distributable funds on hand July 1, 1899	22.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2
		COUNTIBE.	Adams Alexander Bond Boone Brown Bureau Carroll Cas Chambaign Chas Christian Clark Clark Clark Clark Chawford Cumberland Cook Crawford Cumberland Douglan

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Summary for 1900-Continued.

TABLE IV.—Concluded.

55	Total—columns 5—12	4 संस्कृतका संस्कृति स्वार्थक स्वार्यक स्वार्यक स्वार्यक स्वार्थक स्वार्यक	S2, 108, 315 40
22	Balance on hand, cash held for distribution June 30, 1900	24428865688888888825658 5558886538383658388888	878.418 59 E
=	Other expenditures of these funds	848 55 5 8 8 2 3488 40 852 588 844 857 8888558	\$9,281 81
91	Distributed to districts	**************************************	\$1,543,522 77
Os.	Added to principal of township fund	20 10 10 10 10 10 10 10 10 10 10 10 10 10	\$1,699 01
80	Compensation of treasur-	25 25 2 4 4 4 4 4 4 1 1 1 1 4 4 2 1 1 1 1 4 4 2 1 1 1 1	\$15\$, 775 87
t-	Paid for publishing an- nual statement	######################################	95, 460 08
9	Incidental expenses of treasurers and trustees.	表記記記記1、222至222222222222222222222222222222	11, 168 77
NS	Total—sum of columns	4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.	2, 109, 315 40
- ₩	From other sources	25 25 25 25 25 25 25 25 25 25 25 25 25 2	10, 267 30
99	Received from county su- perintendents	44444444444444444444444444444444444444	925, 286 67
64	Income of township fund received during the year	-4 44 41444 8 1114 64 18 88588114628138855518 885881146281388658 8858814688888888888888888888888888888888	PO0, 163 94
_	Bulance of distributable funds on hand July 1. 1869.	######################################	267,578 59
	COUNTIES.	tehland lock leland aline angamon cont helby tark t. Clair. tophenson asewell tophenson asewell faren fabash faren foodford	Totals

Summary for 1900—Continued.

TABLE V.—FINANGIAL STATISTIOS, DISTRICT ACCOUNTS, BECEIPTS.

1	1	######################################
4	Total amount received during the year ending June 30, 1900	におないまればればればいればいいないは、 というははないない。 というないは、 というないは、 というないは、 というないは、 というないは、 というないは、 というないは、 というないは、 というないは、 というないは、 というないは、 というない。 といるない。 というない。 といる。 といる。 といる。 といる。 といる。 といる。 といる。 と、 と、 と、 と、 と、 と、 と、 と、 と、 と、 と、 と、 と、
==	Errors in township tress urers' reports of bal- ances, 1899.	16 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
01	Received from all other sources	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
	Fees of transferred pu-	856 588 E258 E25 588 548
90	Amount received from treasurers of other townships	# # # # # # # # # # # # # # # # # # #
ļ-	Amount received from district school bonds is sued for building purposes.	24 26 26 26 26 26 26 26 26 26 26 26 26 26
80	From sale of school property	# - 28 - 25 - 25 - 25 - 25 - 25 - 25 - 25
10	Fees of pupils who paid tuition	1 1 1 0 1 1 0 0 4 11 5 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
*	Loans of district funds	8 00 1, 000 00 1, 000 00 1, 000 00
-	Amount of special district taxes received	52 52 52 52 52 52 52 53 53 53 53 53 53 53 53 53 53
-	From distribution of trus-	144446464646446464646464646464646464646
-	Balance reported on hand July 1, 1899	は、 は、 は、 は、 は、 は、 は、 は、 は、 は、
	Counties	Adams Alexander Bond Bond Bureau Carlboun Calboun Carroll Clark Cl

Summary for 1900—Continued.

1.0 1.0	Total amount received during the year ending June 30, 1899	25
=	Errors is township treas- urers' reports of bal ances, 1996.	25 12 25 12
10	Received from all other	######################################
dn .	Fees of transferred pu-	
80	Amount received from treasurers of other townships	24122222222222222222222222222222222222
-	Amount received from district school bonds is sued for building purposes	21 1 1
	From sale of school property	8361983283513 8252 2 8228 832283223 2 8252 2 8288 83228323 2 8252 2 8288 83228323 2 8252 2 8288 832283 2 8252 2 8288
9	Fees of pupils who paid tuition	20020000000000000000000000000000000000
•	Loans of district funds	25 56 56 58 56 58 56 58 56 58 56 58 56 58 56 58 56 58 56 58 58 56 58 58 56 56 58 56 56 56 56 56 56 56 56 56 56 56 56 56
89	Amount of special district	######################################
p-9	From distribution of trus-	0.000000000000000000000000000000000000
-	Balance reported on hand July 1.1896	4-197-184867-200-2018-8487-855-4-4844 80587-0-1-1888-21-1-187-85-20-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2
-	Countire.	Fulton Gallatin Green Green Green Green Green Grandy Hamilton Hardin Hardin Hardin Hardin Hardin Jasper Jefferson Jesper Jespe

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958 588 588 588 588 588 588 588 588 588	8590,769 14
8年至 6 2254年全日 5年10日 10日 10日 10日 10日 10日 10日 10日 10日 10日	\$21,567 64
######################################	\$100,489 96
	\$227.968 TO
######################################	\$15, 909, 436 67
44-44-4-4-4-4-4-4-4-4-4-4-4-4-4-4-4-4-	\$1,543,622 77
######################################	\$4,586,741 81
Marten Marten Marten Marten Marten Marten Marten Montre Marten Wabab Warren Warren	Totals

Summary for 1900-Continued.

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	99	Amount paid for books for district libraries	2002年
	=	Amount paid for books for poor children	28 8 28 28 28 28 28 28 28 28 28 28 28 28
ľ	90	Amount paid for school apparatus	可 11.
	Ç5	Amount paid for echool furniture	# 44 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
	35	Amount paid for repairs and improvements	8-1-1-1 t. 4444-1444-1444-1444-1-144 5-2-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
	ţ~	Amount paid for school sites and grounds	20 000 11 150 00
	D	Paid for new school houses built and pur- chased	2019
	ь	Whole amount paid teachers	188888834824272888282448862324 22328828824242728822822824 22328282282422422282
	7	Amount paid to female teachers in ungraded achools	0.40,40,40,00,00,00,00,00,00,00,00,00,00,0
	03	Amount paid to female teachers in graded schools	######################################
	97	Amount paid to male teachers in ungraded schools	によるまでである。 になるできた。 になるでをををををををををををををををををををををををををををををををををををを
	1	Amount paid to male teachers in graded schools	######################################
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Summary for 1900-Continued.

Accounts-Expenditures.
STATISTICS-DISTRICT
TABLE VIPINANGIAL

		CHOMOCOLLONIA CHOMAN	h
77	Amount paid for books for district libraries	222 222 222 222 222 222 222 222 222 22	\$28,425 07
11	Amount paid for books for poor shildren	25 25 25 25 25 25 25 25 25 25 25 25 25 2	964 BB
10	Amount paid for school apparatus	25.25.25.25.25.25.25.25.25.25.25.25.25.2	\$68, 114 94 825,
on .	Amount paid for school furniture	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	\$129,159 66 \$
90	Amount paid for repairs and improvements	######################################	\$821,974.89
-	Amount paid for school sites and grounds	25. 1. 25. 25. 25. 25. 25. 25. 25. 25. 25. 25	\$134,878.79
æ	Paid for new school houses built and purchased	25 01 9 0 1	81,613,766 42
43	Whole amount paid teach-	22.24.25.25.25.25.25.25.25.25.25.25.25.25.25.	\$11,415,982 07
7	Amount paid to female teachers in ungraded schools	84 200 611 50 20 20 1 50 1 6 1 6 1 6 1 6 1 6 1 6 1 6 1 6 1 6 1	\$1, 588, 577 14
co	Amount paid to female teachers in graded schools	2, 12, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2	96, 783, 030 86
51	Amount paid to male teachers in ungraded schools	7.15 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5	\$1,162,990 58
_	Amount paid to male teachers in graded schools	######################################	41, 880, 293 49.
	Counties.	ichiand. ock kaland. ock kaland. sangamon. chuyler. cott helby tark. t. (kar. t. (ka	Totals

Summary for 1900-Continued

TABLE VI-Continued.

17 18 19	All other expenditures Amount paid treasurers of other townships Paid tuition of pupils transferred	23 506 535 11 677 51 68 55,075 62 51 52 50 50 50 50 50 50 50 50 50 50 50 50 50
2 16	Amount paid on principal of district bonds	221 74 25 25 25 25 25 25 25 25 25 25 25 25 25
M 15	Amount of interest paid on district bonds	25.55.55.55.55.55.55.55.55.55.55.55.55.5
Ħ	Amount paid for fuel and other incidental expenses.	2.0 4.0 4.0 1.0 1.0 0.0 4.4 4.2 5.0 4.4 7.0 1.4 4.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1
	COUNTIES.	Adams Boond Boond Colloun Colloun

Summary for 1900—Continued.
TABLE VI-Continued.

3.	Total of expenditures, loans and balances	6,47.407.114.5,414.124.40.2,44.40.40.40.40.40.40.40.40.40.40.40.40.4
23	Balance on hand June 30,	Rong 1-1980, 1-446, 854, 854, 454, 454, 854, 854, 854, 854
#3	Amount of loans of dis- trict funds.	2
150	Total expenditures for year ending June 30, 1800	25.00 25.00
8	Errors in township tress- urers' reports of bal- ance, 1899,	
61	All other expenditures	16, 286 114 20 1
22	Amount paid treasurers of other townships.,	では、 では、 では、 では、 では、 では、 では、 では、
2.5	Paid tuition of pupils transferred	837.47
16	Amount paid on principal of district bonds	지역 1 전 1 전 1 전 1 전 1 전 1 전 1 전 1 전 1 전 1
91	Amount of interest paid on district bonds	2
14	Paid clerks of district	
22	Amount paid for fuel and other incidental ex- penses	あるようではなる。 のではなるない。 のではないない。 のではないない。 のではないない。 のではないない。 のではないない。 のではないない。 のではないない。 のでは、 のでは
	COUNTIES.	Tording to a series of the ser

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18 18 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	85, 425, 240 29
1125 64 12 12 12 12 12 12 12 12 12 12 12 12 12	219 82 841, 550 82
18	8,468 45 818, 167,
	95 8804, 791 01,61
8 88 238 23 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	01 8160, 765' 9
200 200 200 200 200 200 200 200 200 200	976 22 49,610
122522242555525155252555555555555555555	704 65 8569.9
5.24.24.25.25.25.25.25.25.25.25.25.25.25.25.25.	200
	\$1,968,019 96 \$105,148
Marenard Mererard Mererard Mererard Morean M	Totals

Summary for 1900—Continued.

ACCOUNT.
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FUND.
TOWNSHIP
STATISTICS-
-PINANCIAL
TABLE VII
TAE

	7	cı	00	•	40	•	i-	20	•	01
Countries.	Cash on band July 1, 1499, prin- cipal of town ship fund	Received from investments paid off	Received from real estate sold during the year	Additions by sec- tion 5. Art. XII, during the year	Cash additions from other sources	Total—Sum of 1-5	Loans or investments of township fund made during the year	Losses of cash	Cash on hand June 30, 1900, principal of townshipfund.	Total - Sum of 7-9
Adams Alexander Bound Boons Brown Bureau Calhoun Carroll Carroll Charatian Christian Clinton Coles Col	2 - 1 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0	5	1,000 000	82 5 12 12 12 12 12 12 12 12 12 12 12 12 12			即于以中心中,不可其下是以中心所以为其之之,而以为以为 即以为即形式的数据的数据或是是数据的对象的对象的数据的的 由的的自己的是是是是是是是是是是是是是是是是是是是是是是是是是是是是是是是是是是	25.2 4.8 6.2 00 7.4 1.0 7.7 7.7	# 4 0 11-11-1 - 48	其中可以以其一位内部其中中中的现在分词中的以后中间的现在分词 在整理的影響的自然是影響的影響的可以可以可以可以是不可以 影響的影響的可以可以可以可以可以可以可以可以可以可以 影響的影響的可以可以可以可以可以可以可以可以可以可以可以可以 影響的影響的可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以可以

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::	36						222		38	37
Henry.				<u>8</u> 8		38	23		35	38
Jackson	38			8	157 00	833	38		28	200
Jefferson		_			10 10	3	38	::	8	g
- Jersey		12,513 24	306 00	100 00	•	38	888	<u>:</u>		38
Johnson		0, 520 945 845 88	•		:	35	35		36.	32
Kane.	i i i	_				8	8	::	10.	8
Капкакее	999	_	•		•	3 8	888	<u>:</u>	38	38
Kendali	32	88				38	35			
Lake		7, 749 00				8	3	: :	218	28
LaSalle	Z E	2 2 2 3 3	700 00		•	8:	99		999	3:
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Livingston		8		5 35		8	99		117	88
Logan	3 5	8	•	• -	•	888	75	:	3	
Macounin	8 2 2 2 2	32	K28 50	88 88 88	:	38	35	:	202	38
Madison	8	113	200	•		3	2	:	8	3
Marlon	28	7117		10 80		010	017	<u>:</u>	9	610
Marshall	192	38			2	3	3	<u>:</u>	8	3
Mason.		32	00 W	:	198 00	36	38		32	35
McDonough	32	:8	3	476 61	3	12	717	:	B	747
McHenry	2	371		10 80		821	679	:	772	38
McLean			•	9 8	344 00	8	9	:	747	3
Medald	20	200	• • • • • • • • • • • • • • • • • • • •	76 37	:	38	38	:		38
Monroe	240	38			:	35	225	:	200	38
Montgomery	Z	38				8	15		S S	3
Morgan	179	314				3	8	:	8	38
Moultrie		35	00 38		•	88	181 25	:	3	88
Pooris			3		• • •	33	33	:	3	33
Perry		765				88	8	<u>:</u>	2	88
Piatt		8		135 08	•	N	38	:	38	1
FIRE		200	155 00		<u>**</u>	3			38	33
Pulseki		_		<u> </u>	:	200	38	:	38	
Putnam		_			• • •	SE SE	8	<u> </u>	3	g
Randolph		-				183	3	<u>:</u>	5	3
Kichiand Rock Jaland				15 8		38	88			38
Saline		-				Ş	8		33	3
Sangamon		-			28	328	126		8	922
Schuyler	_	_	-	<u>-</u>	•	3	910	- • • • • • • • • • • • • • • • • • • •	078	Š

21—P. I.

Summary for 1900-Continued.

TABLE VII-Concluded.

	-	04	09	7	-2	9	t-	20	\$	10
COUNTIES	Cash on hand July 1, 1809, prin cipal of town- ship fund,	Received from investments paid of	Received from real extate sold during the year.	Additions by sec- tion 6. Art. XII, Juring the year	Cash additions from other sources	Total-Sum of 1-5	Loans or investments of township fund made during the year	Losses of cash	Cash on hand June 30, 1900, principal of townshipfund	Total—Sum of 7-8
off celby of the c	24.2.1.1.2.5.1.2.2.2.2.2.2.2.2.2.2.2.2.2.2	12 + 12 1 1 2 1 2 2 2 2 2 2 2 2 2 2 2 2	127.	\$100 101 52 23 52 23 52 52 23 52 23 52 52 23 52 52 52 52 52 52 52 52 52 52 52 52 52	36	**************************************	######################################	334 38 334 38 1 1 58 1 25 00 100 00	######################################	######################################
Total	9456, 381 39	\$825,609 35	\$18,894.51	91,714 03	\$13, 620 17	\$1,416,609.45	8849, 753 67 81,	877 82	\$564,977.70	\$1,416,009 45

Summary for 1900—Continued.

TABLE VIII.—FINANCIAL STATISTICS, TOWNSHIP FUND, INVESTMENT ACCOUNT.

-	Total of columns 1-6	731	25.911 Q	888	75	38	818	38	322	8	775	200	38	8	692	3 3	141	3	989	202
9	Increase, if any, in value of investments and real estate		3			3	00 007 &	3						17 25	9	1, 940 02			189 78	
L	Value of real estate acquired during the year														<u></u>					
•	Bonds bought during the year				8200 00		1 950 0			240 00	16.000 00				500 OC	00 009				126 00
89	Loans on real estate made during the year.	85 , 130	1,894	1.850	2,400	5, 705	2.480 00 3.480 00	4,250	778	2,270	8, 891 86, 942	671	13,440	988	4.725	275	1,765	1.436	200	16
A1	Loans on personal security made during the year	_	38 38 °C '		220		2 88	8		8	135	677	3	8	300	33	27.	3		_
-	Loans in force, bonds and real estate owned as reported July 1, 1899	551	16,827 79	32	984	3	28	35	200	8	200	32	38	218	56	837	158	8		25 25 25 25 25 25 25 25 25 25 25 25 25 2
	COUNTIES.	Adams	Bond	Brown	Bureau	Carroll	Cass	Christian	Clark	Clinton	Coles	Crawford	Combertand	DeWitt	Douglas	Table Figure 1	Edwards	Effingham	Fayette	Franklin

Summary for 1900—Continued.
TABLE VIII.—Continued.

٠	Total of columns 1-6	7.1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
\$	Increase, if any, in the value of investments and real estate	#150 00 125 125 00 125 125 125 125 125 125 125 125 125 125
ıa	Value of real estate acquired during the year	
•	Bonds bought during the year	\$300 00 60 00 1, 800 00 780 00
œ	Loans on real estate made during the year.	24.1.4.21 6.1.2.2.2.2.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3
84	Loans on personal security made during the	8. 1.1.1.2.1. 2.1. 2. 2.2. 2.2.1.2.1.2.1.
1	Loans in force, bonds and real estate owned as reported July 1, 1898.	5.5.4.8.2.2.8.5.9.9.1.8.5.9.9.2.2.8.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2
	COUNTIES.	Fulton Gallatin Gallatin Greene. Greene. Greene. Greene. Handy Handin Hardin Hardin Handon Henry Johnson

Madison	66, 798 41	725 00	8,780 00	•	•		61, 296 41
Marion.	55 50	_				• • • • • • • • • • • • • • • • • • • •	
Marshall	510	_	_	•			3
CORBIT	200						ξ
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McHenry	Z		3	_		•	22 22 22
	326	_	147	360 00			5
	de		Ş				15
	8		3				3
gereer.	S	_	3	• • • • • • • • • • • • • • • • • • • •	1,990,60	• • • • • • • • • • • • • • • • • • • •	741
Onroe	8		S		•		8
	8		36				38
Tonce of the contract of the c	3		017	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••••	3
Morgan	200		8	7,060 00			Š
Monitoria	18))))			2
	38	18	-				5 ;
		3	_		•••••••		1.00
	22		3.075 00	88			3
Parro	014	7 00				10 01	7
	100	200	_			3	Ş
4 Laub.	38	3		• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		3
	3	38				186 92	Ş
Pone	111	K9.8					ğ
	1000		• `		• • • • • • • • • • • • •		38
Luisski				• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	725
Putnam	8		_				8
Randolnh	8		548 93				3
District and the second	3				• • • • • • • • • • • • • • • • • • • •		Ş
Klediana	3		-	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		8
Rock Island	515		_				417
Calino	8		•				3
Contraction of the contraction o	38		• ~	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		
Sangamon	Š		3		• • • • • • • • • • • • • • • • • • • •	27. 120	3
Schuyler	914		_				8
	2		183	125 CO			200
	38		ğ	3	• • • • • • • • • • • • • • • • • • • •		38
Allena Committee	38		9		• • • • • • • • • • • • •		Š
Stark	3	3	3	•	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	3
	172	£15	25				515
	5	767	764			97 647	2
Stephandals			900		• • • • • • • • • • • • • • • • • • • •	0# 201	3
TAROWOII	3	200	228	•			3
	118	3	125			,	727
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₩ BOBSD	550			••••••	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	75
of arren.	218		340 00	•	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	3
Ashington	127		_				ž
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Thireside	25		_	1.38 85	• • • • • • • • • • • • • • • • • • • •		3
	48		929				3
Williamson	118		8				98
	26		86				818
A TABLED BEEN CO.	38						25
Woodlord	ş		3	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	3
	•						
Total	\$15,019,844 40	\$298. 197. 28	\$521.383 93	\$ 28, 900 00	88.000	\$7.618 34	\$15,878,943 93
)				
			•				

Summary for 1900-Continued.

TABLE VIII-Continued.

17	*Net increase or de- crease-difference be- tween 1 and 16	25 25 25 25 25 25 25 25 25 25 25 25 25 2
16	Difference between col- umns 7 and 15, being the whole amount of investments to June 30, 1900.	66000 600000 60000 60000 60000 60000 60000 60000 60000 60000 600000 60000 60000 60000 60000 60000 60000 60000 60000 600000 60000
91	Total of columns 8—14	F
71	Depreciation in value of real estate held during the year	
138	Depreciation in loans on personal security during the year	25 00 10 00 10 10 10 10 10 10 10 10 10 10
21	Depreciation in loans on real estate during the year	
11	Real estate sold during the year	1,000 000
10	School bonds paid off during the year.	00 0001 00 0001 00 0001 00 0001 00 0001 00 0001 00 0001 00 0001 00 0001 00 0001
	Loans on real estate paid of during the year or put into land	56 1.44.16, p.4.16.16, 1.44.14, 47.14, 1.46.19, 1.44.14, 47.14, 4
320	Loans on personal se- curity paid off during the year or put into land	13 - 191 - 8.9.95 - 191
	COUNTLES.	Alama Jugander Jugander Boone Brown Brown Brown Carboll Carboll Carboll Listian

162 20-	101 27 190	22 1 200	540 42	22 980	88 88	788 77 200	MT 78 1,928	27.73	988 87 59 1	160 1	132 73	244 64 A 134	2, 295	19 2	1 879	220 27	811 96 2 067	575 77	72 062	90.909	48 CT 359	207 45 134	133 64 11,071	160 54	316 24 2, 762	200	000 7 10 000	572 141 6.061	352 86 1,396	75¢ 41 2, 168	675 12 473	E71 ZI ZI Z 176	98 39	1.007	111 06 1.812	20 963	262 84	314 45	170 7	612 69 I. 089	20.000	200	300 000 T. USD	001	011 20	100 4 PO 110	
7,027 66	9:		12;	2	28	ន	ន	 	<u>53</u>	88	38	7	38	35	35	100	-	17	9	B	*	\$	31	23	S 2:	8 2	52	3 18	8	2	2	88	54	2 8	128	18	91	N	2	E;	29	2:0	200	28	39	83	7
					4 4 4		350 0c				68 51 1 03		+ 4 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7					00 007	373 81			:	*****	1 114 00 000				_	102 00					446 75						****		130 do				NA MAC
					1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4			805 00		4 1 4 1 4 1 4 1 4 1 4 1 4 1 4 1 4 1 4 1	4444444					700 00				:		35 25 25 25 25 25 25 25 25 25 25 25 25 25	*******			100 00				4 · · · · · · · · · · · · · · · · · · ·				*****					100 001				_
4,907 00, 250 00	045 50 997 00	12 555 00	28 9	9, 433 21	421 85	02 036	22	18, 116 94 375 00	15	1323	200	600	12	_	600	9			8		25	::	92		61	4,656 29 1,254 00	200	32	9			250 00 250 00	88	1.663.50	8	31	7,075 90 1,138 50	86	2	25	_	36	2,660 71 456 00	:		B 65	2 22C III
1,786 48 1,786 48	999	2, 6,00 PI	60	20, 26, 25	1,281	1.873 00	7, 196, 52	27,413 23	778 70	1, 278 %	_					_	_		-			-				3,244 67		1.548.07	1,707,50	677 60	4,476 222	200	1 681 4D	92.1894	1.18	5,258 58	8: 001				1,924 45		Z, 046 52		3 5 5 5	20.00	MAN WAR
noting.	Greens	drand -	Hamilton	Hancock	Herdin	Henderson	Henry	Proguota	deckson.	asper.	Jefferson.	Jersev	JoDaviese	Johnson	Kana	Калкакее		Knox	Lake	LaSalle	Lawrence	Pee	Livingston	Logan	Macon	Mecouple	MANAGEMENT OF STREET,	Marshall	COLON	Manager	McDonough	Medical control of the control of th			Onroe	Contromery	Morgan	Conteste		200718	DOLLY	1. The rest of the second seco	20 Mg.	20 pa	Colombia de la constante de la	Official state of the state of	r adolph

Summary for 1900-Continued.

TABLE VIII-Concluded.

	30	6.	10	11	21	\$	71	12	16	17
COUNTIES.	Loans on personal se- curity paid off during the year or put into land.	Loans on real estate paid off during the year or put into land.	School bonds paid off during the year	Real estate sold during the year	Depreciation in loans on real estate during the year	Depreciation in loans on personal security during the year	Depreciation in value of real cetate beid during the year.	Total of columns 9—14 .	Difference between col- umns 7 and 15, being whole amount of in- vestments to June 30.	* Net increase or de- crease—difference be- tween 1 and 16
Rock Island. Saline Saline Saline Schuyler Schuyler Schuyler Schuyler Stark St. Clair. Stephenson Tazewell Union Vermilion Warren Warren Warren Warren Walliamaon Williamaon Williamaon Williamaon Williamaon	23 15 25 15 15 15 15 15 15 15 15 15 15 15 15 15	1 44 48 49 101 102 25 25 25 25 25 25 25 25 25 25 25 25 25	25 60 00 00 00 00 00 00 00 00 00 00 00 00			2024		5 51-1-4-18 51-18 54 52 1-52 54 1-52 55 54 1-52 55 55 55 55 55 55 55 55 55 55 55 55 5	被人, 我我们就想到我就是我们, 我就就让我说了,你就 我们就是我就是你你就就就就就就是你你就是你 我们就是我们的我们就是我们就就是我们就是	N NN -
Totale	\$362,996.26	\$528, 129 49	49 IESE, B44 61	118,684 51	1136 12	\$4,201 31	80 ROES	\$860,509 97	\$14,929,433 96	\$91,410

* Increase is marked, +: decrease, -.

Summary for 1900—Continued.

: IX.—Financial Statistics, Township Fund, Balance Sheet, Or.

	1	2	3	4	5
TIES.	Cash on hand July 1, 1899, principal of township fund.		Cash addi- tions during the year.	Increase in value of in- vestments and real es- tate.	Total of columns 1—4.
	\$4,276 27	\$ 39,551 2 9			843,827 56
••••••	1,546 85	9,972 69		\$108 00	11,627 54
	1, 148 39				17,976 18
• • • • • • • • • • • • • • • • • • • •	4,237 41				18,895 68
• • • • • • • • • • • • • • • • • • • •	783 50 6,741 56				14,547 72 60,177 90
	141 48			4 00	19, 912 26
	6,816 14				69, 306 59
••••••	2, 116 63	39,474 42	\$6 00		41,597 05
	6, 352 55	179,699 53	60 00	3,400 00	189,512 08
	5, 412 42	58, 610 95			59,023 87
• • • • • • • • • • • • • •	747 16			••••	20,600 45 80,757 84
	847 88 1,187 59				27, 692 67
	2,696 28	00 000 00			35, 468 50
	29,517 23	10, 390, 649 58			10, 431, 582 65
	933 01	19,537 80			20, 470 81
	340 88	18,939 80			19,280 68
• • • • • • • • • • • • • • • • • • • •	8,876 27	57, 102 80	L		65,979 07
• • • • • • • • • • • • • • • • • • • •	1,595 51 2,367 55	21,814 19 64,987 03		1	23,426 96 67,354 58
	1, 679 31	14, 130 04	575 09	1,940 02	18, 324 46
	3, 757 07		81 35	2,010 02	49,775 45
••••••	1,085 96				17, 284 35
•••••	1,040 53				12, 321 07
• • • • • • • • • • • • • • • • • • • •	682 40	29, 168 79	41 99	189 78	30,082 96
• • • • • • • • • • • • • • • • • • • •	7,576 42	169,695 30	99 90		177, 271 72 6, 823 01
••••••	245 03 7,309 16	40 063 74	101 00	*****	47, 478 90
• • • • • • • • • • • • • • • • • • • •	756 00	15,879 33	202 00		
	4 000 45	34,593 77		150 00	36,652 24
•••••	7, 141 02	48,541 83	2 33		55, 682 85
• • • • • • • • • • • • • • • • • • • •	537 44	27, 271 80	2 33		27,811 57
• • • • • • • • • • • • • • • • • • • •	4,958 90 86 54	78,091 89	4 76	••••	83,555 55 5,256 46
• • • • • • • • • • • • • • • • • • • •	801 45	20, 969, 08		• • • • • • • • • • • •	21,770 51
	7,526 86	1 99 376 34	6.36	 	106,909 56
	17, 114 38	149, 263 61	1 39	725 00	167, 104 38
• • • • • • • • • • • • • • • • • • • •	560 78	11,058 20	173 85		11,792 83
	302 21	35, 765 21	116 11	40.40	36, 183 53
• • • • • • • • • • • • • • • • • • • •	166 53	16,620 67	100.00	13 43 15 00	16,800 63 41,900 78
• • • • • • • • • • • • • • • • • • • •	1,406 10 6,642 25	40, 519 05 44 553 03	100 00	15 00	51, 195 28
	156 30				8, 228 8
	12,221 98	31,212 65			43, 434 63
• • • • • • • • • • • • • • • • • • • •	7. 166 79				84, 225 28
• • • • • • • • • • • • • • • • • • • •	6,050 06		· · · · · · · · · · · · · · · · · · ·		22,600 48 37,113 14
• • • • • • • • • • • • • • • • • • • •	6,427 73 8,017 95		••••••		47, 707 19
	16, 794 69				167, 792 96
• • • • • • • • • • • • • • • • • • • •	772 09				17, 561 06
••••••	12,827 39	59, 342 17			72, 202 82
• • • • • • • • • • • • • • • • • • • •	22,041 11	242, 204 92	5 35		264, 251 38
• • • • • • • • • • • • • • • • • • • •	3,648 26	46,966 77	#0 00		50,615 03
• • • • • • • • • • • • • • • • • • • •	6.561 56	141,098 94	72 25 90 00	••••	147,732 78 45,572 81
• • • • • • • • • • • • • • • • • • • •	3, 163 67 6, 230 83	56.793 A1	72 28 30 00		63, 024 24
• • • • • • • • • • • • • • • • • • • •	292 68	17,596 69	10 00		17,899 37
	10,767 18	27,510 33	70		38, 278 21
• • • • • • • • • • • • • • • • • • • •	2, 354 03	34, 340 96			36,694 99
• • • • • • • • • • • • • • • • • • • •	259 50	10,623 81			13,008 81
• • • • • • • • • • • • • • • • • • • •	3, 170 04	26, 148 39 67 973 11	476 61		29, 795 0 4
•••••••••	12,970 33 6,084 91	67,973 11 201,925 60			80, 953 44 208, 358 91
• • • • • • • • • • • • • • • • • • • •	2, 199 16				12, 142 25
	4,818 05				30, 169 24
	1,241 77	23,923 50			25, 165 27
	3,844 47			 	87, 228 31

Summary for 1900—Continued.

TABLE IX.—Concluded.

	1		2		3	4	5	
Counties.		1, i- n-	and real e	ds 8-	Cash addi- tions during the year.		Total o	
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utnam	1,788	61	18, 306	37			20,09	4
andolph	1,007	02	25, 490	05	35 8	§	26.53	2
ichland	666	30	16, 400	04	15 0	0	17.08	1
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chuyler								
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helby		97	24 926	44	226 G	6	37, 12	
			90,020	70	220 0		31.00	
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tephenson								
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nion	257							
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arren	1,411							
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ayne	674				· • • • • • • • • • • • • • • • • • • •			
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hiteside	18,712			36	106 5		205,89)1
7111	12, 236					1		
Tilliamson	122			34	27 2		8,26	5 7
Vinnebago	10,665	56			353 5	1		
Joodford	5,554							
Totals			· 	 .			- ;	58

Summary for 1900 -Continued.

TABLE X-FINANCIAL STATISTICS, TOWNSHIP FUND, BALANCE SHEET-CR.

6	Total—sum of col- umns 1-8	######################################	6.823
. 80	Cash on hand be- longing to princi- pal of township fund June 30, 1900	7. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	813 803 803
7	Losses on invest- ments and real estate during the year	\$174 53 14 90 163 05 70 00 393 60 50 40 87 50	35 00
9	Losses of cash be- longing to princi- pal of fund	(8)	22 10 17 17 17 17 17 17 17 17 17 17 17 17 17
2	Value of other lands held June 30, 1900	2,875 00 651 86 265 00 1,603,711 04 500 00	0 0
7	Value of 16th section lands held June 30, 1900	\$160 00 5,000 00 7,606,107 33	4. out w
အ	Amount of school bonds held June 30, 1900	247.250 00 1,800 00 1,800 00 1,800 00	4 8 8 8 8 8 8 8
23	Value of notes on real estate *ecur- ity June 30, 1900	81.9.4.7.8.72.9.39.49.9.9.19.19.19.19.19.19.19.19.19.19.19.1	266 267 268 268 268 268 268 268 268 268 268 268
1	Value of notes on personal security June 30, 1900	98. 12. 12. 12. 12. 12. 12. 12. 12. 12. 12	112
	Counties.	ader. lun. lan. lan. lan. lan. lan. lan. lan. la	For pklin.
	S	Adams. Alexander. Bond. Bond. Boone. Brown. Calboun. Carroll. Champaign. Champaign. Clinton. Clinton. Coles. Coles	V.A.N.

Summary for 1900-Continued.

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Cornties.	Value of notes on personal security June 30, 1900	Value of notes on real estate secur- ity June 30, 1900	Amount of mehool bonds held June 30, 1900	Value of 18th section lands held June 30, 1900	Value of other lands held June 30, 1900	Losses of cash be- longing to princi- pal of fund	Losses on invest- ments and real estate during the year	Cash on hand be- longing to princi- pal of township fund June 30, 1900.	Total—sum of col- umns 1-8'
Gallatin Greens Greens Grundy Grundy Grundy Henderson Henderson Henderson Hervies Convois Hervies Herv	######################################	\$118,4,51,109,92,92,92,92,4,14,14,14,15,15,15,15,15,15,15,15,15,15,15,15,15,	2, 602 00 00 00 00 00 00 00 00 00 00 00 00 0	00 000 000 000 000 000 000 000 000 000	227 529 53 10, 529 53 100 000 000 000 000 000 000 000 000 00	9100 00 18 08 18 08 18 00 18 0	206 55 206 55 206 50 200 00 200 00 273 99 273 99 273 99	1001-10 1-10 2	6,8,8,8,8,8,8,9,9,1,1,8,1,1,1,8,2,9,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2

9564, 977 76, \$15, 501, 258	85, 705 11	91.877 99	\$1,656,196 49	\$7, 915, 863 84	\$806,492.06	\$3, 379, 103 25	\$1,672,522 01	fotal
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711 50 20.	170	28		***************************************		910	20	VD8
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275 40 17.						4	33	Richland
e e	*	41,00			1 600 00	N S	700	Tandolph
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Summary for 1900—Continued.

TABLE XI-FINANCIAL STATISTICS-TOWNSHIP FUND-INCOME.

8	Rent past due and unpaid	62 8139 10 813 30 178 93	88	00 092 06	88 88 88		200	2 2	127	142	3 3	% %	## ##	143	180	3 2	60 120 19 100 60
90	Interest past due and unpaid on personal security	\$279		38													178 03
LO.	Total income — sum of columns 1-4			38	z Z	88	888	88	77 SZ		88	25	3				1, 904 74 9, 478 89
4	Interest received dur. ing the year on bonds.	\$39 16 25 00	•	8 00			3 9 9 1 9 9		12 22	77 900 01	•	27 28 28 28 28 28 28 28 28 28 28 28 28 28	•	2.7 0			177 00
	Rents received from real estate during the year	\$35 00					206 40	35 00	12 00	K38 100 74		0) 98		3		90 09	2,268 17
89	Interest paid on real estate loans during the year	\$941 75 246 34	15 8 18 8 18 8 18 8 18 8 18 8 18 8 18 8	159 10		35		32		874 800 800 800 800 800 800	312		35			_	5, 187 59
-	Interest paid on personal security loans dur. ing the year					-											1,867 72
	Counties.	Adams	Bond	Brown	Bureau	Carroll	Champaign	Christian	Clay	Coles	Crawford	Cumberiand	DeWitt	Da Page		Efficient	Ford

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1,470 44 214
1, 420 44 1, 420 44 1, 124 91
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Summary for 1900-Continued.

TABLE XI-FINANCIAL STATISTICS-TOWNSHIP FUND-INCORR-Concluded.

(E)	Rents past due and un-	*85255555555555555555555555555555555555	10 \$25,675 97
ţ=	Interest past due and unpaid on real estate loans	1 4 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	\$16,090
-	Interest past due and unpaid on personal security	218	\$19, 709 69
43	Total income sum of columns 1-4	19 44 41444 4 414 514 48 2002320 1 28 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	\$1000,183 (4
-	Interest received dur- ing the year on bonds.		\$13,489 46
20	Renta received from real estate during the year.	25 00 00 1 1 2 2 1 1 2 2 1 1 1 2 2 1 1 1 1	\$561,086.66
	Interest paid on real estate loans during the year	25.25.1.1.2.1.1.2.2.1.1.2.2.2.2.2.2.2.2.	\$208,176.26
1	Interest paid on person al security loans dur- ing the year	5342255222552525252525252525252525252525	9117, 431 56
	COUNTIES.	Richland Rock faland Rock faland Saline Saline Sangamon Schuyler Warren	Totals

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PLATE XXVI-GOING HOME FROM SCHOOL. (See page 52.)

Summary for 1900—Continued.

TABLE XIL-GENERAL STATISTICS. SHOWING TAX LEVY, ESTIMATED VALUE OF SCHOOL PROPERTY AND AMOUNT OF SONDED SCHOOL DEST.

	i j	2	3	4	6
Countirs,	Amount of district tax levy for support of schools	Estimated value of achool property	Estimated value of school libraries	Estimated value of school apparatile	Amount of bonded school debt
Adams Alexander Bond Boone Brown Bureau Calhoun Carroll Caas. Champaign Christian Clark Clay Clinton Coles. Cook Crawford Cumberland De Kalb De Witt Douglas. Du Fage Edwards Effingham Fayette Ford Franklin Fulton Gallatin Greene Grundy Hambiton Hancock Hardin Henderson Henderson Jackson Jackson Jackson Jackson Jackson Jersey Jo Daviess Johnson Kane Kane Kankakee Kendali Knox Lake Lake Lake Lake Lake Lavingston Logan Maconpin Madison Marion Marshall Mason	\$153, 359 28 44, 994 09 36, 725 50 58, 723 96 111, 398 21 11, 398 21 11, 398 21 11, 398 21 11, 398 21 11, 398 31 105, 117 00 40, 170 00 32, 022 87 31, 074 00 112, 452 00 112, 452 00 113, 452 17 116, 397 15 64, 215 00 60, 109 03 85, 666 00 18, 521 75 31, 328 03 45, 698 81 124, 650 74 134, 586 00 57, 581 00 60, 770 00 21, 552 00 57, 581 00 60, 770 00 21, 552 00 2	\$65, 140 164, 996 77, 696 166, 300 62, 350 322, 169 29, 996 136, 226 149, 245 296, 819 291, 696 147, 024 84, 710 60, 600 290, 000 24, 641, 532 105, 986 91, 965 96, 400 143, 236 141, 202 302, 450 207, 050 45, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 96, 251 174, 989 184, 776 284, 776 284, 776 2872, 358 62, 750 153, 104 47, 635 23, 292 17, 625 174, 849 68, 678 918, 719 284, 240 381, 705 99, 550 463, 396 810, 529 646, 690 249, 955 383, 322 304, 640 381, 525 197, 170 381, 133 134, 606 135, 065 144, 530	\$8, 916 2, 030 1, 533 1, 555 670 5, 696 4, 651 3, 670 7, 148 3, 667 1, 494 2, 191 3, 764 1, 274 5, 829 1, 262 1, 274 5, 829 1, 262 1, 274 5, 829 1, 260 1, 274 6, 382 1, 267 1, 275 4, 276 1, 105 1, 276 1, 105 1, 276 1, 105 1, 276 1, 105 1, 276 1, 289 1, 269 1, 289 1, 290 1, 493 4, 676 1, 105 12, 009 1, 493 4, 954 7, 124 2, 676 5, 351 2, 368 1, 270 2, 316 1, 293 2, 316	49, 836 2, 295 3, 085 3, 510 2, 547 14, 683 10, 977 4, 145 2, 444 2, 973 7, 635 10, 338 10, 338 10, 338 10, 338 10, 338 11, 545 2, 110 11, 545 2, 110 11, 545 2, 110 11, 973 11, 975 11, 975 1	\$21, 052 96 45, 400 00 21, 395 00 42, 450 00 12, 000 00 16, 570 00 21, 000 00 21, 000 00 21, 000 00 21, 000 00 21, 000 00 23, 000 00 2, 577 60 7, 640 00 2, 422, 660 00 17, 600 00 17, 500 00 18, 500 00 18, 500 00 19, 667 00 10, 900 00 17, 637 00 10, 900

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Summary for 1900—Continued.

TABLE MII.-Concluded.

	1	2		4	5
COUNTIES.	Amount of district tax levy for support of schools.	Estimated value of school property	Estimated value of school libraries	Estimated value of school apparatus	Amount of bonded school debt
deBonough deBonry deHenry deHenry deHenry denard denard denard denroe donroe dontgomery lorgan doultrle)gle eoria erry latt lke lke lope ulaski utnam kandolph kichland dock Island aline angamon chuyler sott helby tark t Clair tephenson asewell nion ermillon Vabash Varen Vayne Vhite Vhite Vhite Vhite	#23, 386 00 81, 653 00 84, 508 67 187, 572 51 45, 171 51 61, 306 10 29, 409 00 79, 150 00 113, 132 69 51, 725 00 102, 207 98 329, 972 17 86, 875 42 76, 681 06 75, 105 53 15, 689 74 14, 955 70 51, 102 89 27, 824 00 298, 262 50 31, 250 07 242, 416 51 39, 676 00 29, 952 00 75, 174 83 36, 910 27 307, 164 15 93, 453 28 101, 884 23 35, 277 25 186, 176 78 26, 403 41 80, 514 44 29, 924 31 41, 541 46 52, 181 08 116, 204 84	\$54, 510 216, 095 808, 209 745, 279 109, 975 148, 010 60, 346 240, 106 328, 975 97, 000 282, 087 1, 078, 010 100, 725 168, 361 200, 296 29, 652 44, 508 32, 525 184, 688 102, 980 901, 812 78, 609 605, 855 110, 765 72, 275 184, 190 122, 200 888, 901 387, 850 327, 335 80, 090 603, 965 66, 479 107, 010 74, 110 75, 640 133, 175 354, 275	2, 399 6, 239 9, 969 2, 458 2, 796 3, 706 3, 706 3, 776 4, 428 11, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 128 1, 121 7, 240 2, 861 2, 862 2, 121 7, 240 3, 387 1, 126 6, 747 1, 561 1, 027 1, 126 1, 027 1, 126 1, 027 1, 126 1, 027 1, 126 1, 127 1, 128 1	\$2, 685 4, 122 9, 754 7, 743 4, 145 5, 522 2, 284 6, 760 4, 375 8, 587 14, 963 1, 165 1, 216 2, 210 5, 616 8, 585 12, 841 12, 809 3, 256 13, 448 1, 216 2, 210 5, 616 8, 692 15, 965 9, 196 4, 374 14, 811 2, 545 6, 206 1, 969 8, 316 6, 706 1, 969 8, 316 6, 206 1, 969 8, 919 8,	\$23, 060 0 25, 896 0 18, 150 0 34, 312 0 10, 900 0 16, 450 0 4, 096 0 38, 754 7 14, 800 0 33, 845 0 35, 100 0 20, 400 0 1, 510 0 20, 400 0 11, 319 0 20, 400 0 11, 885 0 11, 885 0 11, 886 0 11, 886 0 11, 886 0 11, 890 0 18, 286 0 7, 494 7 11, 960 5 11, 960 5 11, 960 5 11, 790 0 11, 790 0
Villiamson Vinnebago Voodford. Totals	280, 706 12 35, 018 00 188, 296 64 67, 699 00 \$16, 771, 380 50	784, 115 79, 520 544, 400 140, 175 846, 012, 929	6, 180 1, 675 6, 067 2, 529 \$586, 586	16, 965 4, 201 6, 775 5, 791 8768, 630	11, 765 3 12, 344 5 14, 800 6 1, 400 6 85, 564, 929 8

Summary for 1900-Continued.

21	Average No. of hours	医多种氏性蛋白蛋白蛋白蛋白蛋白蛋白蛋白蛋白蛋白蛋白蛋白 医二甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基
91	No. of ungraded schools not visited during the	R
H	No of schools not vis- ited at all during the	# - : : : : : : : : : : : : : : : : : :
2	No. of schools visited more than once during	SERESTERNATE SERENTE SERENTE
2	No. of different schools visited during the year	<u> </u>
3	No. of second grade cor- tificates renewed dur- ing the year.	Maria Paratin St Esses -28
90	No. of first grade cer- tificates renewed dur- ing the year .	87120- 25262 3- 20125 -00
#	Total number rejected.	2-62-2-5255555525252525252535
11	No of female applicants rejected.	あるは、たらは第四にお客はAではないにはおりゅったは第
9	No. of male applicants rejected.	S SANGAL SINGSON SANGARY
•	No. of second grade cer- tificates issued to fe- males	夏母母我們有其他問題在聖祖的聲音的問題的問題的問題
ab:	No. of first grade cer- tificates issued to fe- males	क स्थानक क्षेत्र के स्थान का विश्व का व
E-	No. of second grade certificates issued to males	20 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
40	No. of first grade certificates issued to mates	C NAON-DAMEND DESCRIPTION
MG.	Total number of appli- cants examined during the year	がよる のというないがった。 があるとのできる。 がは、 は、 は、 は、 は、 は、 は、 は、 は、 は、
49	No. of female applicants examined during the year	3838383283 <u>8838888888</u> 3
03	No. of male applicants examined during the	E # # # # # # # # # # # # # # # # # # #
Q4I	Whole number of examinations held during the year	No Stranders of second
-	No. of different places where examinations were held during year	· · · · · · · · · · · · · · · · · · ·
	COUNTIES.	Adams Alexabder Bond Booue Brown Brown Bureau Calboun Caroll Cass Christian Clark Clay Clark Clay Clark Clay Clark Clay Clark Clay Clark Clay Cook Cook Cook Cook Cook Cook Cook Coo

Summary for 1900-Continued.

TABLE XIII.-Continued.

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Summary for 1900-Continued.

TABLE XIII-Conlinued.

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150	No. school sup'ts (city, vil- lage, etc.) who spent but i br a day in supervision	
為	No. school sup ts (city, vil- lage, etc.) who spent 's or 's of their time	
16	No. school sup'ts (city, vil- lage, etc.) who spent 2s or 3s of their time	
25	No. school sup'ts (city, vil lage, etc.) who spent all their time in supervision	
82	Number of teachers' meet- ings held in the county (district or township)	
28	Number of public lectures delivered by others than county superintendent.	HERE OF THE CONTRACTOR OF THE CONTRACTOR
56	Whole number of different persons enrolled	5 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
8	Number of other persons enrolled	20
21	Number of persons en- rolled entitled to attend free	82222222222222222222222222222222222222
98	Whole number of days' continuance of these in-	ு. <u>என்ற நேற்ற வளவில் பலவிறிய நி</u> ன்ற வளவித்த வ
50	Whole number of teachers' institutes held by county superintendent	
88	Number public addresses delivered by county au- periptendent	
13	Whole number of days of official service rendered.	
荔	Number of days spent in other official duties	
R	Number of days spent in office work during the year.	388258888888888888888888888888888888888
ạ	Number of days spent in institute work during the year	and a second distance and a second distance as a se
Ħ	Number of days spent in examination of teachers during the year	第48年記録23423423232323232323 242232323232323233333333
28	Number of days spent in school vialtation during the year	8235828283832555582838868888888888888888
	COUNTIES.	Aduths Alexander Bond Boone Brown Burean Calboun Carbon Christian Clark

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Summary for 1900—Continued.

TABLE XIII—Concluded.

	Courtibs.	Richfaud. Rock Island Saline. Saline. Saline. Saline. Schuyler. Schuyler. Schuyler. Schuyler. Stark. Stark. Varalion Wabash Warber. Wable. Wathlucton Wable. Wathlucton Wable. Walliamson Walliamson Walliamson	
8	Number of days spent in school visitation during the year	23252222222222222222222222222222222222	12, 406
\$10	Number of days apent in examination of teachers during the year	8484544888454548885845488	8, 179
23	Number of days spent in Institute work during the		726
a	Number of days spent in office work during the	2257525858522E5858588855	11,622
33	Number of days spent in other official duties	200 :245 - 425 - 4	1,600
25	Whole number of days of official service rendered		20, 433
8 2	Number public addresses delivered by county superintendent.	- comment of the comm	199
53	Whole number of teach ers' institutes held by county superintendent	जिल्लाम् स्टब्स्य स् 	ä
88	Whole number of days' continuance of these institutes		100
ន	Number of persons en- rolled entitled to attend free	Pandkasadeses sesedises	16,439
8	Number of other persons enrolled.	्राष्ट्रिक चुन्न क क क लक्स्	1,223
##\$	Whole number of different persons enrolled	三百百百百百百百百百百百百百百百百百百百百百百	17, 763
뙗	Number of public lectures delivered by others than county superintendent .	F-H-+MMMM - D4-4-D4 - D-1-4-D2-E-MM	979
23	Number of teachers' meet- ings held in the county (district or township)	CHRANCHONG CAALTERONO	1,651
35	No. school sup'ts ,city, vil- lage, etc) who spent all their time in supervision	- (C)	122
10	No school sup'ts (city, vil- lage, etc.) who spent 2s or % of their time	PA P	3
22	No school sup.ts (city, vil lage, etc., who spent 22 or 23 of their time	and and any is and set \$40 at a complete on \$40 and any complete on \$40 and and any complete on \$40 an	106
35	No. school sup'ts (city, vil- lage, etc.) who spent but thr. a day in supervision		170

Summary for 1900-Continued.

ND EXPENSES.
COMPRHAMMATION AND
SUPERINTERDENTS'
ABLE XIV-COUNTY !

10	Total of compensa- tion and all ex- penses	2
- Oh	Total of expenses.	######################################
-	Amount paid for advertising ex aminations of teachers and other expenses.	12 50 60 12 12 12 12 12 12 12 12 12 12 12 12 12
t-	Amount from county treasurers for incident al and other expenses	11111111111111111111111111111111111111
	Total compensa- tion and per diem expenses	######################################
40	Amount received as commissions on sales of school lands	
•	Amount received as commissions on moneys loaned	88 88 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9 9 9
ещ	Amount of com- missions on moneys paid township treas- urers	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
06	Amount of per- diem expenses from State Audi tor	######################################
-	Amount of per dlem compensa- tion from State Auditor	######################################
	Courties.	Adams Alexander Sond Soon Soon Sureau

Summary for 1970 - Continued.

TABLE XIV-Concluded.

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10	Total of compen- sation and all expenses	202222222222222222222222222222222
6	Total of expenses.	######################################
40	Amount paid for advertising exi aminations of teachers and other expenses	2 \$888888888888
27	Amount from county treaturer for incidental and other expenses.	12 05 16 16 16 16 16 16 16 16 16 16 16 16 16
•	Total compensation and perdiem expenses	444 4444444444444444444444444444444444
19	Amount received as commissions on sales of school lands	
•	Amount received as commissions on moneys loaned	
	Amount of com- missions on moneys paid township treas- urers.	1226 1226 1226 1226 1226 1226 1226 1226
89	Amount of per diem expenses from State Audi tor	28588888888888888888888888888888888888
	Amount of per diem compensa- tion from State Auditor	44444444444444444444444444444444444444
	Counties.	Grundy Hamilton Hamilton Harilto Harilto Heriderson Heriderson Heriderson Heriderson Heriderson Heriderson Jesper

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Summary for 1900—Continued.

TABLE XV.—FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—RECEIPTS.

œ	Total—columns 1-7	513 513 513 513 513 513 513 513
t-	Other receipts	80 04 00 L
80	Received from fines and forfeitures.	2, 122 90 12 90 12 90 12 90 13 90 13 90 13 90 14 90 10 95 10 95 11 90 10 95 11 90 10 95 11 90 10 95 11 90 10 95 11 90 10 95 11 90 10 95 10 95
ro	Received from income of county fund during the year	25.46 55.053 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50 31.50
•	Received from State Auditor	5.6. 5.6.
က	Cash on hand July 1, 1899, held for other purposes	
N	Cash on hand July 1, 1899, distributed but not paid over	168 98
1	Cash on hand July 1, 1899, held for distribu- tion	### ### ### ### ### ### #### #########
	Counties.	Adams. Alexander. Bond. Boone Brown. Bureau. Calhoun. Carroll Cass. Champaign. Champaign. Chinton. Clark. C

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Summary for 1900—Continued.

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90	Total—columns 1-7	24 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	\$962, 244 09
	Other receipts	17	\$194 47
80	Received from fines and forfeitures		\$15,426 81
10	Received from income of county fund during the year	1136 1136 1136 1136 1136 1136 1136 1136	88. 434. 39
-	Received from State Auditor	116 116 116 126 126 126 126 126 126 126	\$929.871 91
œ	Cash on hand July 1. 1899, held for other purposes		
87	Cash on hand July 1, 1899, distributed but not paid over		7 0 089 6
-	Cash on hand July 1. 1899, held for distribu- tion	8-5-822 :	28 , 137, 47
	COUNTIES.	ichland jock Island ock Island blingmon angrer cotty tarkair traphenson traphilion prinilion chash varren	

Summary for 1900-Continued.

Summary for 1900—Continued.

-Concluded.
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7	Total—items 1-6	
•	Cash on hand June 30. 1900, distributed but not paid over	
1 0	Cash on hand June 30. 1900, held for distri	822
4	Other expenditures	88 1 3 2 3 3 1 8 1 8 8 1 8 1 8 1 8 1 8 1 8 1 8 1
∞	Amount paid for advertising examinations of teachers	22
~	Amount of all commissions charged	22 22 22 22 22 22 22 22 22 22 22 22 22
-	Paid towdship treas- urers	5.0.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.
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* \$23,400.66 distributed on account of classes for the deaf in Chicago.

Summary for 1900-Continued.

TABLE XVII.-COUNTY FOND, PROCEEDS OF SIXTRENTS SECTION LAND SALES AND NUMBER OF ACRES OF SCHOOL LAND SOLD AND UNSOLD

	Number of acres of school lands upsoid	\$8 II
20	Number of acres of school lands sold dus- ing the year	
lj-m	Net proceeds of 18th section lands sold during the year	
-	Total amount of the fund	8: 8: 28:8
-	Cash on hand belong- ing to principal of the fund	
-	Real estate held as part of the fund	
-	Bonds held as part of the fund	00 00 00 00 00 00 00 00 00 00 00 00 00
64	Value of loans on real estate	
-	Value of loans on per- sonal security	25. 25. 1. 25. 25. 25. 25. 25. 25. 25. 25. 25. 25
	COUNTIES.	Adams Alexander Bond Bond Brown Brown Brown Calboun Carroll Carroll Carroll Carroll Carroll Charbangaign Christian Charband Christian Charband Charband Charband Coles Cole Cole Cole Cole Cole Cole Cole Cole

Cantanum Canada		W 609 1		_	1 809 00	_	_	9
Grandy					•			3
Hamilton	<u>8</u> 2 86	980 088		23	419 86			
Hancock.			•		2,362	•	•	•
Hardin			•	• • • • • • • • • • • • • • • • • • • •	730 67	•	•	• • • • • • • • • • • • • • • • • • • •
Henderson	:	-	•		3 22	•	•	• • • • • • • • • • • • • • • • • • • •
Troppola	•	1 082 00	•	•	1 082 m	•	:	820
Jackson		•						
Jasper	•				2,517 98			
Jefferson	187 66				20 00			
Jersey	•	\$	•		400 90			• • • • • • • • • • • • • • • • • • • •
Jo Daviess	2, 717 00	5,085 00	\$115 67	2.002 37	9,920 04	•		•
Johnson nosupor		3	•	•		•	:	•
Kane	•			••••••		• • • • • • • • • • • • • • • • • • • •	•	
Kankakoe	•		•	•		•	•	3
Kendall	•		•		•	•	:	
Knox	38	00 00				•	•	•
		•	25 20	•	-	• • • • • • • • • • • • • • • • • • • •	•	
		The man	•	20 000	36.4	• • • • • • • • • • • • • • • • • • • •	•	4 1010
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Market Ma	O# 076 F	Q 974 Ks		07 008 6	18 414 80	•		640
Macounty		•	3	3	30 475 107	• • • • • • • • • • • • • • • • • • • •	•	2
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Marion	REO RT	1, 263, 92	•	8 8	1 241 67			
Marshall	•	•						
Mason								
Massac								120
McDonough	146 50	SO 008	•	3	\$10 80 10 80	••••••	•	•
McHenry			•	-	•		:	• • • • • • • • • • • • • • • • • • • •
McLean			•	•				8
Menard			•	• -		•	:	
Mercel	1, 100 250		•	9 9	35	•	•	100
Montonion		4 400 000	•	_	38	•	•	• • • • • • • • • • • • • • • • • • • •
Moreon		_	•		38	•	•	• • • • • • • • • • • • • • • • • • • •
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	679 17	07 USO 7	•	K A	A 25 25	•	•	
				3				
	354 52	2,666 03		9	3,018 65			
Platt		168			7,666 00		•	• • • • • • • • • • • • • • • • • • • •
Pike			•		8 2 2 3 3	\$156 00	•	75,5%
Pope	:		•	•			•	•
Fulaski	- CO 30		•		OK 200 6		•	• • • • • • • • • • • • • • • • • • • •
Randolph		6. E/E W	•	3		•		
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Summary for 1900-Continued.

-Continued.
IIA
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TAB

Counties	Value of loans on per-	Value of loans on real estate	Bonds held as part of the fund	Real estate held as part of the fund,	Cash on hand belong- ing to principal of the fund	Total amount of the	Net proceeds of 16th section lands sold during the year,	Number of acres of school lands sold dur- ing the year	Number of acres of school lands unsold
thind the latest the l	2,028 00	81,015 00	1	1861.18	2, 407 88 8649 78	\$1,696 41 5,271 B4 2,407 86			
Char Char Sphenen sewell fon	200 00 200 00 200 00 200 00 200 00	144 144 95 5, 250 90	0	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1, 126 00 206 25 200 90 107 10	1, 326 00 1, 325 00 26 00 6, 900 00 84 181		, , , , , ,	3
From Ablugação	28.25.25.25.25.25.25.25.25.25.25.25.25.25.		00 000	4 b 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1 1	950 00 394 10 461 54 11, 364 90		1 : 1	
Lamach Control of Cont	1,175 50	700 5, 000 6, 000	4	A D II I A A B A B A B A B A B A B B B B B	176 00	1,276 00 2,151 61 6,000 00	* 1		
Totals	\$47,304.64	802,915 08	#200 00	\$2, 154. 56	\$13,619 06	\$159,494 27	00 991 1	9	10 7,248 ft

Summary for 1900-Continued.

TABLE XVIII-INSTITUTE FUND-DB.

2	Total from all sources for institutes	第2200000000000000000000000000000000000
91	From other sources for institutes	288 :
#	From teachers (not fees under sections 8 and 10 of Art. VII) for Insti- tute	
=	From county board for support of institutes	8
21	Balance of funds from any other sources re- ported held for institute purposes July 1, 1899	
Ħ	Total of institute funds proper from fees, sec tions 8 and 10, Art. VII	######################################
97	From registration fees	製品で:::ロマ : 19年級 : 15度級数点: 25点
-	From renewale of 2d grade certificates	#4622
00	From renewals of 1st grade certificates	2011日か日 : 20日2日日末 : 20日2日 : HOO
g-	From women rejected	Bosa-Pouserssyathauranso-18
100	From men rejected	· · · · · · · · · · · · · · · · · · ·
10	From women who receiv'd 2d grade certificates	2022822282388282828282828282828282828282
-	From women who receiv'd lat grade certificates	a summanumbaranana 4 rando en il
20	From men who received 2d grade certificates	はおおったととにこれをあるといるのかのとのとなった。
99	From men who received lat grade certificates	En tonounalistation tonound and properties
ed	Balance of institute fund proper on hand July I, 1899.	**************************************
	Counties.	Adems Alexander Bond Boone Boone Brown Bureau Calbonn Carroll Carroll Christian Clark Clar

Summary for 1900—Continued.

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1	16	Total from all sources for institutes	422 200 200 200 200 200 200 200 200 200
	9	From other sources for institutes	18 ·
	14	From teachers (not fees under sections 8 and 10 of Art. VIL) for insti- tutes	
	20	From county board for support of institutes	8
	23	Balance of funds from any other sources re- ported held for institute purposes, July 1, 1899	\$\$\$8854253253252555555555555555555555555555
	11	Total of institute funds proper from fees, sec- tions 8 and 10, Art. VII.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	2	From registration fees	
	03	From renewals of 2d grade certificates	
	-	From renewals of 1st grade certificates	
	Ľ~	From women rejected	## ## ## ## ## ## ## ## ## ## ## ## ##
	40	From men rejected	「おおはおおけるはの数は、おってはない。このはけったっち
Ì	IĠ	From women who receiv'd 2d grade certificates	
	4	From women who receiv'd 1st grade certificates	Endit sandride H Pant Alberta
	83	From men who received 2d grade certificates	242125242024252128420242428
	64	From men who received lat grade certificates	できるなる。 では、 では、 では、 では、 では、 では、 では、 では、 では、 では、
	-	Belance of institute fund proper on hand July 1, 1899	225 525 525 525 525 525 525 525 525 525
		COUNTIES.	Franklin Fulton Gallatin Greene Greene Greene Grandy Hancock Hardin Lake Kane Kane Kane Kane Kane Lake Kane Kane Kane Lake Kane Lake Lake Lake Lake Lake Lake Lake Lak

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	207 50 275 14			1,881	8	442	103															-	_		_	35			83	25.0	2410	36 33	4 79 6	1.694.0	_	-	38	_	_	8 8 8 8	212	2,200	Z 253 Z	8688	538 13		84 7, 767 65
	88	64		16	17	15	• • • • • • • • • • • • • • • • • • • •		83	81		72	117	181	3	7.2	•	12		7			35	}	õ			OT C	**	• • • • • • • • • • • • • • • • • • • •	••••	07	•	2		8		6	3		2		20	6	88		\$1. \$ 23
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* Of this amount \$120 was received from teachers of Springfield as fees.

Summary for 1899-Continued.

	25	Total expenditures and balances for year ouding June 30, 1900	25.55 15.55
	18	Commissions retained by county treasurer.	지원성 및 명 건 및 역 경 및 마이 및 단 G 에 에 에 G
	त	Total payments from institute funds for year ending June 20, 1900	26422222222222222222222222222222222222
ro-CE.	ន	Paid incidental ex- penses of institute from other institute funds	
CONTINUED-INSTITUTE FUND-CE	81	Paid institute lecturers from other institute funds	
u-lyste	23	Paid institute conduc- tors and instructors from other institute funds	20 00 00 00 00 00 00 00 00 00 00 00 00 0
CONTINU	ន	Total paid from insti- tute fund proper for year ending June 30, 1900	**************************************
XVIII	19	Paid incidental expenses of institute from institute fund proper	20 20222 2020 2020 2020 2020 20 20202 2020 2020 2020 20 20202 2020 202
TABLE XVIII	18	Paid institute lectur- ers from institute fund proper	215 00 210 00 22 00 23 00 24 00 25 0
	11	Paid institute conduc- tors and instructors from institute fund proper	25. 10. 10. 10. 10. 10. 10. 10. 10. 10. 10
		('ounties,	Adams Adams Alexander Bond Bond Boone Brown Calboun Calboun Calboun Carroll Cast Charletian Christian Chri

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3 222 3 222 5 335						35 35				38: 32:	88 88	25 25 25 25 25 25 25 25 25 25 25 25 25 2	8	8	28 12	88 88	_	88 88		_	8 5 8 5			28	38: 38:	183 183
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Summary for 1899-Continued.

TABLE XVIII-Concluded.

T.I.	fore and instructors from institute fund proper	Rock Island Saline. Saptamon Saptamon Saptamon Scott Schuyler Scott Stephenson Tasewell Tasewell Thomason Washington
92	Paid institute lectur- ers from institute fund proper	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
5	Paid incidental ex- penses of institute from institute fund proper	58.4.6.4.8.5.2.5.2.5.2.8.5.2.8.5.3.5.8.5.3.5.6.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5
£	Total paid from insti- tute fund proper for year ending June 30, 1900	25.555252525252525252525252525252525252
51	Paid institute conduc- tors and instructors from other institute funds	
ដ	Paid institute lectur- ers from other insti- tute funds	
S	Paid incidental expenses of institute from other institute funds	
3	Total payments from institute funds for year ending June 30, 1900.	88888888888888888888888888888888888888
10	Commission retained by county treasurer.	8 8 7 82 8
18	Balance of institute fund proper on hand June 30, 1900, being in the hands of the county treasurer	200000
\$i	Balance of other institute funds on hand June 30, 1900	
22	Total expenditures and balances for year ending June 30, 1900	28 28 27 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

Summary for 1899-Continued.

TABLE XIX.-HIGH SCHOOL STATISTICS, ENROLLMENT AND GRADUATES.

40	Total	- 日内内部の下をさればより別の下げはなけばらればいるの目のはなってもつば
GRADUATES.	Females	THE WASHINGTON TO THE WASHINGTON THE
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Aver	age daily at-	2000年6月20日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日
	Total	表表 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
TOTAL	Females.	298254888888354426888888888888888888
Ě	Males	SATETE SERERERERERERERERERERERERERERERERERERE
	Total	1 1 100 20 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
FIFTH	Females	
Eas, DH	Males	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
æ .	Total	2500004mm 112 2011mm 20 11 20
FOURTH FEAR.	Females	20-00 - 00 - 00 - 00 - 00 - 00 - 00 - 0
24	Males	CHECKS NO. SEC. SEC. SEC. SEC. SEC. SEC. SEC. SEC
YEAR.	Total	おはのはははだけるない。はおけるははあるられるのののではでいたのにな
	Females	さいまりにはなっては、おはらりははのははなってはいいます。
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Y.B.B.	Total	820 825008402628085350046705588
	Females	Hen Williamshudden dang dang the popular
SECOND	Malea	ene Steresentition in indicate in its and its
YEAR.	Total	表现在已经已经经验的证据的是对对对的的。 1
	Females	FOR TORKERSON TORKE TORKE TORKE TORKE
FIRST	Males	Taga Bartastrada attat apatta Badunos
	Иси Всноосы.	Camp Point Clayton Payeon Nendon Ouiney Catro Summer H. S. Greenville. South Belvidere Capron Mt. Sterling Princeton Township Lanark. Mount Carroll Savanna. Chandlerville Ashland Urbana. Chandlerville Ashland Orbana. Fana.
	Counties.	Adams Alexander Bond Brown Burean Carroll Christian

Summary for 1899-Continued.

TABLE XIX -Continued.

ENG.	Total	ペニナーやからとお話し等と当に対きの項を記れるのはははははははいった。
GRADUATES.	Females	**************************************
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Aver	age daily at-	######################################
	Total	######################################
TOTAL.	Females	FERRESSERSES SEESSESSESSESSESSESSESSESSESSESSESSE
1	Males	
bt2	Total	
FIFTH YEAR.	Females	
	Males	
pi	Total	· · · · · · · · · · · · · · · · · · ·
FOURTE YEAR.	Females	**
PE4	Males	4
YEAR.	Total	
×	Females	+2000001211241 12002288212E11330
Тип	Males	· · · · · · · · · · · · · · · · · · ·
YEAR.	Total	582552424255555555555555555555555555555
	Females	→ 2010年四日第四日第四日第四日日日日日日日日日日日日日日日日日日日日日日日日日日日日
SECOND	Mulea	*************************************
EAB.	Total	222 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
FIRST YEAR.	Females	######################################
麗	Males	- 二中 - 平海は後のの日本では、日本 - 日本 -
	Ная Всиоодз.	Edinburg. Marshall Marthusville. Casey Vestfield Fform Carlyle Mattoon Charleston Carle English High and Man Hyde Park Fefferson Lake Lake Lake Charleston Charleston Charleston Charleston Charleston Oak Park Thornton Township Chicago Heights
	COUNTIES.	Christian Clark.

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Summary for 1900-Continued.

FABLE XIX-Configued.

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Summary for 1900-Continued.

TABLE XIX-Conlinued.

			FIRST	YEAR.	SECOND		YEAR.	Твікр	YEAR.		FOURTR	YEAR		FIFTE YEAR.		To	TOTAL.		Aver	G	GRADUATES.	Ē
Counties.	HIGH SCHOOLS		Females	Total	Males	Females	Total	Males	Females	Males	Females	Total	Males	Females	Total	Males	Females	Total	rage daily at-	Males	Females	Total
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Summary for 1900-Continued.

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Summary for 1900-Continued.

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Summery of 1900 - Continued.

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11	Amount of any endow- ment	
16	Value of library and apparatus	** ***********************************
155	No. of volumes in library,	985554488844888444888554 5
11	Value of school buildings, sites and furniture	200 0000 300 0000 41 0000 30 0000
幕	Cost per pupil on average enrollment for tuition and incidental expenses	以此因的最高的。 以此可以 以 以 以 以 以 以 以 以 以 以 以 以 以
1 29	Cost per pupil on average enrollment for tuition.	######################################
=	Cost per pupil enrolled for tuition and inci- dental expenses	######################################
3	Cost per pupil enrolled for tuition	23282222222222222222222222222222222222
•	Amount of incidental ex-	######################################
•	Amount paid high school teachers	4
-	Average mouthly wages	######################################
9	Lowest monthly wages	5888888888888888888888888888888888888
М	Highest monthly wages	#36888888888888888888888888888888888888
*	No of months schools were in session	
100	No. of teachers	
49	No of years in course of study	
	Class of school, \$1,2,3 or 4.	च च च च च छ छ छ छ छ छ छ छ छ छ छ छ च च च च च च च च च छ छ। छ छ छ छ
•	Hun Screots	Yates City North Abingdon Naukegan. Userfield Twp. Streator Twp. Ottawa Twp. La Salle Twp. East Mendota. Marseilles Charapaw. Dorthe Dixon. Pontiac Twp. Fairbury. Dwight. Forrest Charavorth Odell Lincoln. Atlanta.
ı	Pot VHES	Krux Lake La Salle Lee Linipston Ligan

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Summary for 1900-Continued.

TABLE XX-Continued.

ŧ,	Amount of any endow-	
=	Value of library and apparatus	53855555555555555555555555555555555555
2	No of volumes in library	28 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
7	Value of school buildings, sites and furniture	15,000
=	Coat per pupil on average enrollment for tuition and incidental expenses	2002年2022年2022年2022年2022年2022年2022年202
92	Cost per pupil on average enrollment for tuition .	2000年1000年1000年1000年1000年2000年2000年2000
#	Cost per pupil enrolled fortuition and incidental expenses.	
2	Cost per pupil enrolled for tuition	######################################
۵	Amount of incidental expenses	5888888888888888888888 888888888888888
œ	Amount paid high school teachers	4: 4: 4: 4: 4: 4: 4: 4: 4: 4: 4: 4: 4: 4
£	Average monthly wages	\$2288888888888888888888888888888888888
•	Lowest monthly wages	\$83\$5\$835833 333454533435 \$5888 <u>\$</u> \$8\$\$\$\$\$\$\$\$\$
40	Highest monthly wages	38813588388833588818383 888888888888888888888888
9 00	No. of months schools were in session . No. of teachers.	
74	No. of years in course of	
-	study	लक्षिलिये कं कक्षा करूर स्थल स्थल के क्षा कर किस स
<u> </u>	Нан Зскоосв.	Litch field Hills boro Nokomis Jacksonville. Warerly Meredosis. Chaplin. Franklin Sullivan Lovington Bochelle Oregon Oregon Oregon Horris Polo Byron Mt. Morris Byron Mt. Morris Brimfield (hillscothe Elmwood Elmwood Forleeville Princeville DuQuoin
	COUNTIES.	Moultrie Perry

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Mentfeello Bement Cerro Gordo Atwood Mansfield Pittsfield Griggsville	Lowell (Mound City). Sparta Chester	Rock Island. Moline. Springfield. Rushville (Union).	Shelbyville Toulon Wyoming Bradford	Belleville East St. Louis (Rock) E. St. Louis (Monroe) Mascoutab. Lebanon	Freeport Lena Pekin Washington Delavan Anna	Cobden Joneshoro Danville Hoopeston Rossville Georgetown Mt. Carmel.	Kirkwood Nashville Ashley Grayville Carmi Sterling Twp Rock Falls Fulton Morrison
Platt	Pulaski Randolph	Rock Island Sangamon	Shelby	St. Clair	Tazewell	Vermilion Wabash	Washington White

Summary for 1900- Continued.

TABLE XX-Concluded.

11	Amount of any endow- ment		61, 600
22	Value of library and apparatus	20000000000000000000000000000000000000	\$350, 249
15	No. of volumns in library.	\$328888 \$328888 \$328888	166, 695
=	Valve of school buildings, sites and furniture	\$0.200	47 89, 514, 547
150	Cost per pupil on average enrollment for tuition and incidental expenses	第238222222 24282222 24282222	3
21	Cost per pupil on average enrollment for tuition .	22 22 22 22 22 22 22 22 22 22 22 22 22	#84 B0
=	Cost per pupil enrolled fortuition and incident- al expenses	110232222325 120232222325 12023222325 120232223 120232223 120232223 120232223 120232223 120232223 120232223 120232223 120232 120232 120232 120232 120232 12023 10023 1002 1002	\$34.86
10	Cost per pupil enrolled for tuition	288888888888 1888888888888888	23
65	Amount of incidental expenses	28628288888888888888888888888888888888	\$214,387 57
900	Amount paid high school teachers	11.12.12.12.12.12.12.12.12.12.12.12.12.1	1,136,686 65
Į-	Average monthly wages paid	8822882 <u>888</u> 888888888888888888888888888	-
10	Lowest monthly wages	######################################	00 \$15 00
MS.	Highest monthly wages	10112022222222	\$350 00
i	No.of mouths shools were its session	ය ගගණතුවතුගතසාවන්නේ එ ෆෙසා = සාබන්න සාබන්නේ (සින්	:
1 ==	No of teachers		1.463
÷ι	No of years to ecuese of study		h
į -	Class of school, 11, 2, 3 or 4.		:
	Hton Saucons	Wilmington Lorkport Marion Knekford Wilnrebago Previor rea Rockton Diring Kingka Eureka El Paso (West.	:
	Corvits.	Winnelson Winnelson Woodford	Totala

* Per month.
† Class of high school designated by number. (1. Managed by board of education under special charter. 2. Under board of education operating under the general law. 3. Township high school. 4. District high school under board of directors.

II.—Miscellaneous—State Course of Study—Examinations—Pupils who he Centrals and Finals—Special Teachers—Manual Training Depart-Graduates.

	1	2	3		5	6	7	8	9	10	11
NTIES.	No. of webools using State	No of examinations held under the direction of county superintendent,	No. of pupils who passed the central examination	No. of pupils who passed the final examination	Not aprojel music	No. of special drawing teachers employed	No. of schools baving a manual training depart-	No. Illusois State normal graduates employed in teaching	No. other state normal achool graduates em- ployed in teaching	ended Mais	ployed in teaching
	160 515 750 80 87 100 80 87 100 80 87 100 80 80 80 80 80 80 80 80 80 80 80 80 8	1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1	197 830 844 12 811 433 473 1890 1396 64 64 150 66 64 150 66 64 150 66 64 150 66 66 150 66 66 150 66	688 244 25 25 26 26 26 26 27 28 26 26 26 26 26 26 26 26 26 26 26 26 26	1131 1284 1128 1 13 13 13 13 13 13 13 13 13 13 13 13 1	2	3	193 11 12 12 12 12 12 12 12 12 12 12 12 12	23 4 6 20 4 50	25 86 9 11 85 86 86 86 86 16 25 25 25 25 25 11 11 19 25 11 11 11 12 11 12 11 12 13 13 14 14 15 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	1

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Summary for 1900—Continued.

TABLE XXI-Concluded.

		2	8	4	5	6	7	8	9	10	11
Counties.	No. of schoole using State	No. of examinations held ander the direction of county superintendent.	the central examination	No. of pupils who passed the final examination	No. of special music teachers employed	No. of special drawing teachers employed	No. of schools having a manual training depart-	No. Illinois State normal graduates employed in teaching.	No. other state normal school graduates em- ployed in teaching	of teachers who had lended State norm hools	ployed in teaching
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		2,701		4,524	111	51	18	476	361		1, 11

^{*}Not including Chicago.

Financial Record of the State Charitable Institutions of an Educational Character, for the year béginning July 1, 1898, and ending June 30, 1899.

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
Appropriations.				
Dr.				
Appropriations, 1897, undrawn July 1, 1898.	\$106, 147 20	\$55,786 83	\$109,868 38	\$66,902 68
Cr.				
Appropriations drawn during year	\$105,422 83	8 53, 024 22	\$109,831 84	\$ 60, 449 09
1899	724 37	2,762 11	36 54	6, 453 62
Institutions.	<u>\$106.147_20</u>	\$55,786 33	\$109,868 38	\$66,902 68
Dr.				
Cash on hand July 1, 1898 From State, ordinary From State, special From other sources, ordinary	\$7, 114 52 95, 000 00 10, 422 83 10, 033 44	\$11.807 28 50,000 00 3,024 22 6,021 90	105,000 00 4,831 84	57, 500 00 2, 949 06
	\$122,570 79	\$70.853 40	\$136, 161 16	\$64,891 48
Cr.				
Indebtedness July 1, 1898, paid Expenses present year paid Cash on hand	\$114,682 53 7,888 26	\$228 54 56,621 86 14,003 00	124, 970 33	56,042 16
FINANCIAL CONDITION.	\$122.570 79	\$70,853 40	\$136, 161 16	\$64,891 48
Dr.				
Indebtedness July 1, 1898 Expenses, ordinary, present year Expenses, special, present year	105,244 03 9,438 50	\$228 54 53,714 35 3,146 88	121, 158 74	57,594 04
Cr.	\$114,682 53	\$57,089 77	\$133 , 169 17	\$64.862 93
Expenses paid as above	\$114,682 53	\$56,850 40 239 37		
	\$114,682 53	\$57,089 77	\$133, 169 17	\$64,862 93

Financial Record—Continued.

•	Institution for the Deaf and Dumb. Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
SURPLUS AND DEFICIT.				
Dr.				
Cash balance July 1, 1899 Cash estimates in State treasury	\$7,888 26 452 46	\$14,003 00 439 05		\$4,519 80 58 62
	\$8,340 72	\$14,442 05	\$3 ,651 95	\$4,578 42
Cr.				
Indebtedness July 1, 1899 Surplus July 1, 1899	\$ 8, 34 0 7 2	\$239 37 11, 202 68	\$659 96 2,991 99	\$4,491 25 82 17
	\$8, 310 72	\$14,442 06	\$3,651.95	84, 573 42
Ordinary Expenses Classified				
Attendance Food Clothing, bedding, etc Laundry supplies Fuel Light Water	350 09 6,069 93	\$26, 677 90 9, 898 54 2, 296 81 305 04 3, 041 60 1, 610 17 979 80	34,008 55 10,609 57 1,581 24 3,470 08	392 81
Medicines and medical supples. Freight and transportation Postage and telegraphing Books and stationery Printing and advertising Music and amusements Instruments and apparatus Houshold expenses	281 17 3,073 06 481 11 697 11 371 89 34 02 33 98 573 20	269 70 1, 140 25 425 40 1, 004 01 229 25 411 14	1,655 52 531 76 662 31 122 50 886 86	366 18 742 78 171 86 285 53 82 82
Furniture Building, repairs, etc. Tools. Machinery, etc. Farm, garden, stock and grounds Real estate. Legal expenses Insurance.	1,083 14 1,474 90 140 87 36 49 4,068 30	1,014 12 102 33 22 67 81 86 2,868 27	5,809 32 8,327 45 197 51 1,104 84 2,270 81 2,005 00 2 00	381 64 38 85 72 75 557 10
Shop expenses Burial expenses Expenses not classified.	781 19	955 47 48 00	225 00 3,029 48 288 00 17 97	138 73 30 00
Total Less receipts not from State	\$105,244 03		\$121, 158 74	\$57,594 04
_				
Cost to State	\$95,210 59	341.082.43	<u>\$102,057_46</u>	\$57.455.54
SPECIAL EXPENSES CLASSIFIED.				
Attendance	\$3,898 24 13 96	\$870 30	\$272 73	\$ 53 62
Laundry	113 92 76 27	495 82		40 00
Light	253 65 1 20			
Postage and telegraphing	79 00	404 40	474 69	200.00
Books and stationery	18 90	101 86	174 62	300 00
Household expenses	42 62 73 60			
Instruments and apparatus Household expenses Furniture Building, repairs, etc. Tools	236 32 3, 407 95	12 00 1.176 92	4.024.20	516 11 1,944 99
Tools	31 15 102 57;	8 50	16 02	26 28
Farm, garden, stock and grounds Shop expenses	26 95! 352 58.			42 35
Total	99,438 50	\$3,146.88	\$4,471 55	\$2,939 87

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Financial Record—Concluded.

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home Normal.
AVERAGES.				
Total number of days' board fur-	158, 398	81, 121	3 12, 953	156, 305
nished Deduct furnished to officers and	24,713	20, 273	44,996	16, 791
employés	366.26 287.35	60, 848 166.70 322.22 286 09	267, 958 734 . 13 165 . 04 139 . 02	139, 514 382.25 150.67 150.81
MOVEMENT OF THE POPULATION. INMATES.				
Present at beginning of year Since admitted, new Former inmates re-admitted Absentees returned	78 18 437	45 206	699 125	306 90 2 232
Total for year	533	251	1624	630
Discharged or absent	529 1	249 2	39 20	310 1
Present at end of year: Males Females	2 1	• • • • • • • • • • • • • • • • • • • •	4 13 352	192 127
Total for year	533	251	824	630

Financial Report of the State Charitable Institutions of an Educational Character for the year beginning July 1, 1899, and ending June 30, 1907.

	Institution for the Deaf and Dumb. Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home. Normal.
APPROPRIATIONS.				
Dr.				
Appropriations, 1899, undrawn July 1, 1899	\$724 37 217, 700 00	\$2,762 11 192,967 00		
	\$218, 424 87	\$106,729 11	\$538,636 54	\$144, 553 62
Cr.				
Appropriations lapsed Sept. 30. '99	•••••	\$161 58	\$22 81	
Appropriations drawn during year	\$110,881 50	52, 168 87	205,018 45	\$62,994 41
Appropriations undrawn July 1, 1900	107, 542 87	53,398 66	333,595 2 8	61,629 21
Lyanymynyaya	\$218,424 37	\$105,729 11	\$538,636 54	\$144,553 62
Institutions.				
Dr.		a aaa aa		
Cash on hand July 1, 1899 From State, ordinary	\$7,888 26 92,000 00	\$14,003 00 38,000 00	112,500 00	57,500 00
From State, special From other sources, ordinary	18,881 50 8,267 93	14, 168 87 6, 106 23		
	\$127,037 69	\$72,278 10	\$228, 181 84	487, 497 21
Cr.				
Indebtedness, July 1, 1899, paid		\$239 37	\$659 9 6	34, 4 91 25
Expenses present year, paid Cash on hand	122,386 94 4,650 75	69, 359 47	221,641 49	76, 990 96
	\$127,037 69	\$72,278 10		
Financial Condition.				
Dr.				
Indebtedness, July 1, 1899 Expenses, ordinary, present year Expenses, special, present year	103, 957 90 18, 429 04	\$239 37 55, 791 14 13, 729 82	129, 189 04	57,617 17
majemon, njectar, prendav jeam	\$122,386 94	\$69,760 33		
Cr.	7130,000 07	700,100 00		400, 410 18
Expenses paid as above	\$122,386 94	3 69, 598-84	\$222,301 45	\$81,482 21
Indebtedness. July 1, 1900		161 49		
	\$122.396 94	\$69,760 33	\$222,369 4 5	\$88,418 19

Financial Report—Continued.

	Institution for the Deaf and Dumb. Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
SURPLUS AND DEFICIT.				
Dr.				
Cash balance July 1, 1900 Cash estimates in State Treasury	84,6 50 75	82,679 26	75,829 89	\$6, 015 00 9 8 5 98
	\$4,650 75	81,679 26	\$5,829 89	96,960 98
Cr.				
Indebtedness July 1,900 Surplus July 1,1900	84,650 75	\$161 49 2,517 77		
	\$4,65 0 75	\$2,679 26	\$5,829 89	36,950 98
Ordinary Expenses Classified				
Attendance		\$2 8, 97 6 24	\$42, 42 8 2 6	824, 23 6 54
Food	963, 703 62 15, 962 28	9,682 56	39 , 166 71	15,531 84
Clothing, bedding, etcLaundry supplies	4,021 95 370 49	2,787 44 196 98	1,647 94	416 96
Fuel	8,000 65	3,791 20 1,583 02	7,774 83	5,401 89
		678 49 207 66	••••••	
Freight and transportation	2,763 46	1, 149 21	2, 142 47	790 55
Postage and telegraphing Books and stationery	1 657 80	338 32 596 30	1,068 34	671 81
Printing and advertising. Music and amusements. Instruments and apparatus Household expenses.	134 08	151 45 232 81	101 70	276 80
Instruments and apparatus	90 93	82 64	186 45	49 21
Household expenses Furniture	564 63 603 64	252 04 892 70	1,489 64 3,777 13	330 18 755 26
Furniture. Building, repairs, etc. Tools.	971 77 162 70	670 89 58 53	7. 250 40 152 25	289 31
Machinery, etc. Farm, garden, stock and grounds	10 74	205 52	510 12	49 21 330 13 755 26 280 31 36 84 153 51 584 94
Real estate	2,318 79 515 00	3, 213 86	2, 665 82 1, 365 92	
Legal expenses	33 50 920 59	1,006 78	117 63 2 828 36	374 92
Real estate Legal expenses Shop expenses Burial expenses Expenses not classified	90 50	62 00	276 75	
				····
Total Less receipts not from State	\$103,957 90 8,267 93	\$55, 791 14 6, 106 28		
Cost to State	\$95,689 97	\$49,684 91	\$109,728 10	\$57,564 17
Special Expenses Classified.				
Attendance	\$2, 151 17	\$2,40 8 61	\$2,686 91	\$2, 165 09
Clothing, bedding, etc	16 46 764 65		••••••	13 00
Laundry supplies	166 88	849 50	412 29 39 13	198 91
Food Clothing, bedding, etc. Laundry supplies. Light Medicine and medical supplies. Freight and transportation	88 01			120 01
Books and stationery	668 10	828 70	258 02	300 00
Printing and advertising Music and amusements	16 68 37 00	398 14	430 60 750 00	••••••
Freight and transportation Books and stationery Printing and advertising. Music and amusements. Household expenses. Furniture. Building repairs ata	133 55		100 VII	4 440 00
Dunume icoans. Cic	4, 044 26 5, 327 59	6, 932 62	2,250 00 85,698 50	1.410 69 22,044 07
Tools	6 90 4, 309 35	2, 287 25		5 80 54 26
Farm. garden, stock and grounds	633 85	25 00		186 50
Insurance	6 31 3 00			
	\$18,429 04	\$13,729 8 2	\$93, 518 4 5	\$26,309 77

Financial Report—Concluded.

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
Averages.				
Total number of days' board furnished	159, 691	86, 901	34 6, 1 4 8	155 , 33 8
employés	23, 84 9	21,597	55, 385	16,682
Days' board furnished to inmates Average number of inmates Average cost per capita (gross) Average cost per capita (net)	135, 842 504 .99 \$205 .86 189 .49	65, 304 243.67 \$228 96 203 90	290, 763 796, 61 162, 17 137, 74	\$121 67
MOVEMENT OF THE POPULATION. INMATES.				
Present at beginning of year Since admitted, new Former inmates re-admitted Absentees returned	3 85 19 43 9	49 216 3	765 109 4 17	319 103 5 226
Total for year	546	268	895	652
Discharged or absent	545 ¥	266 2	113 26	339
Present at end of year: Males			413	196
Females			343	127
Total for year	546	268	895	652



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Report of Institutions of Learning Incorporated

TABLE

	1	2	•	4	6
Name of Institution.	Value of real ostate owned	Value of school apparatus and furni-	Value of libraries	Amount of funds and	Total value of pro- party held by the in- stitution
Adams County: Chaddock College	\$100,000	\$2, 000	\$2,000	\$9,000	\$113,00 6 -
Bond: Greenville College	30,000	8, 000	1,500	1,500	36, 000-
Carroll: The Frances Shimer Academy of the University of Chicago					,
Cook: Art Institute of Chicago Chicago Manual Training School St. Ignatius College Jewish Training School	150,000 200,000	10, 000 50, 000	500 80,000	50,000 1,000	
Jewish Training School University of Chicago Northwestern University Chicago Business College School of Pharmacy of the University of Illinois	1, 600, 000	151, 500	85,000	3,041,612	5,661,623
Armour Institute of Technology Chicago Free Kindergarten Association Kenwood Institute.		200		15474115 14	2,900,000
The National University. Chicago School of Science. Chicago Law School. Garrett Biblical Institute. Lewis Institute	600.000				
Kent College of Law. Rush Medical College The Chicago Institute	167,000	85,000		,,	257, 514
DuPage: Evangelical Semidary Wheaton College. German Evangelical Lutheran School.	144,000 4,000	8,400 150	1,000	26,000	215, 551
Northwestern College Eflingham.					
Austin College: Edwards:	40,000				47, 000
The Southern Collegiate Institute Hancock: Carthage College			1,200 5,000		
Iriquota: Grand Prairie Seminary					
JoDaviesa: Warren Academy		259			
Knox: Knox College St. Mary's School Lombard College St. Alban's Academy Hedding College. Galesburg Free Kindergarten Ass'n	231, 679 95, 990 90, 000	21,526 25,000 8,800	8,522 2,000 6,000	258, 786 4, 000 170, 000	515, 514 126, 000 275, 000
LaSalle; St. Xavier's Academy			·	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	

391
under the School Law-1897-1898.

5	7	0	9	10	11	12	13
Outstanding indebt-	income from fees paid by students	Current income from all other sources	Amount of donations, grants or bequests, received during the year	Total receipts for the	Amount paid students as gratuities and scholarships.	Amount paid instruc-	Total expenditures for thelyest
\$18,000	83,000		85,000	#8,000	200		\$9,00
	7, 487	464	6,000		350	8, 600	9, 24
	18, 500		6, 586	19, 089	,,,.		5,50
142, \$00 14, 000	37, 785 20, 000 10, 000	41,589 2,700 50	255, 500	79, 976 22, 700 10, 060	480 1, 726 7, 220	27, 157 20, 000	88, 16 26, 00
119, 800 617, 975	394, 409 164, 480	472, 486 171, 966	1, 363, 695 2, 667		67, 680	393 415 165, 000	1, 441, 92 397, 94
	11,000		4444	11, 197		4,181	11, 19
	5,090	401441011401	25	5,026		4,600	4,97
	18,050	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		18,050		17, 200	18, 05
	10,404	144941588489	*******	19, 000		11,400	19,40

	35,000			100,000	1041 0	60,000	95,00
	105,000			118,000	6,000	54,000	108,00
	*****		/ /	************		4	
4, 345	5,031	14, 198	2, 723	19, 397	4 550	7, 730	19,98
6, 860	7,398	1. 378	9,083	19, 581	1,558	7,140	14,75 1,87
	6,616	4, 187	14,000	24,803	********	13,300	16, 54
6, 500	6,000	1,000		7,000		6,000	7,00
6, 500	2,100	2,000	4, 100	4, 800	150	3,400	4,40
	2, 450	7,000	42,000	514,000		6,760	
10, 000	5,500			**	,	5,000	
	1, 950		850			2,200	2,60
45, 265	13,766	15, 788	,	29, 504	1,600	24 127	37 10
	54,000			54,000	700 700	19,000	64,00
	4,000	11,000	26,000	14,70%	100	13.500	191,00
				1,231		7,00	1.01

	1	2	3	4	5
Name of Institution.	Value of real estate owned	Value of school apparatus and furniture	Value of libraries	Amount of funds and endowments	Total value of property held by the institution
Lee: Northern Illinois Normal School			• • • • • •	•••••	•••••
Logan: Lincoln University	\$1,500	\$ 2,000	\$ 2,500	\$ 57, 0 0 0	\$107.000
Macoupin: Blackburn University	50, 000	• • • • • • • • • • • • • • • • • • • •		25, 000	75,000
Madison: Shurtleff College Western Military Academy Monticello Female Seminary	100,000	8,000	8,000	1 25, 145 26, 000	241, 145 500, 000
McDonough: Western Normal College	20,000	2,000	500		22,900
Morgan: Jacksonville Business College Illinois College Illinois Female College	• • • • • • • • • • • • • • • • • • • •	10,000	••••		
McLean: Illinois Wesleyan University	150,000	60,090	6,000	120,000	325,000
Peoria: Brown's Peoria Business College				••••	• • • • • • • • • • • • • • • • • • • •
Rock Island: Augustana College			••••	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •
Sangamon: Bettie Stuart Institute Concordia College St. Agatha's School	125,000	2,500	3,000	2,119	130,000
St. Clair: McKendree College	65,000	3,000	10,000	41,720	119, 720
Stephenson: Freeport College of Commerce		1, 200			1,200
Warren: Moumouth College		• • • • • • • • • •	••••		
Wayne: HaywardCollege and Commercial School			••••		
White: Enfield Normal University	 				• • • • • • • • • •
Will: St. Francis Academy	·····	• • • • • • • • • • • • • • • • • • • •	•••••		
Winnebago: Rockford College	135,000	25, 000	7,000	70, 258	
Woodford: Eureka College	103, 500	10,000	2,500	40,000	156,000

Continued.

	7	8	9	10	11	13	19
Outstanding indebt-	income from fees paid by students	Current income from all other sources	Amount of donations, grants or bequests, received during the year	Total receipts for the	Amount paid students as gratuities and scholarships	Amount paid instruc- tors as salaries	Total expenditures for the year
\$5,000	\$1,500 _{\(\)}	\$8 , 500	84, 700	\$ 5,7 8 0		\$3, 270	\$ 5, 780
	1,700.	5,000	500	7, 200	\$200	4,200	7.500
26, 000 _j	5, 3 64	5,687		11, 052	1,313	7, 271	11,203
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15,000	10.000	10,000	MUM	22,000	************	119497444 44	22,000
17,000	23,000	26,000	37,000	10000	1,000	26,000	20,000

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		9,000		11,000	***********	5,600	> + + + + + + + + + + + + + + + + + + +
_	3, 299	2, 421	7, 220	13,040	**********	4,520	5,519
•	1,650	250		1, 900	**********	1,250	1,750
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*** ** ** *					*******		
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,					******		
	20, 280	4,418	9, :50	33, 849		11, 170	27,585
15,000	7,000	7,000		14,000	**********	9,000	14,000
15 000)		9, 150		*******		

· · · · · · · · · · · · · · · · · · ·		Date]	DE									ior			,
NAME OF INSTITUTION.	Ptace.	of incorporation	Theological	Law.	Medical	Pharmacy	Classical	Science	Normal	Musto	Fine arta	Oratory	Manual training.	Preparatory	Business	· Mindergarten;
	<u> </u>		M	5	8	7	9	9	10	11	12	12	14	15	16	17
Adems County: Chaddock College	Quincy	1867	ļ	+			t	ŧ	+	†	+	+		+		
Bond: Greenville College	Greenville	1892	+	-			ŧ	+	+	+	+	-		+	+	
Carroll: The Francis Shimer Academy of the University of Chicago	Mt. Carroll	1806					+	+		†	+	+		+	+	
Cook: Art institute of Chicago. Chicago Manual Training School. St. ignatius College Jewish Training School. University of Chicago. Northweatern University Chicago Business College. School of Pharmacy of Univ. of Chl. Armour Institute of Technology Chicago FreelKindergarten Ann'n. Renwood Institute. The National University. Chicago School of Science. Chicago Land School. Garrett Biblical Institute Lewis Institute Kent College of Law. Rush Medical College Chicago Institute	Evanston Chicago	1969 1961 1859 1994 1983 1996 1996 1996		+	+			-		- 1 - 1			1	•	**	
Evangelical Seminary Wheston College German Evangelical Lutheran School Northwestern College	Elmhurst Wheaton Addison Naperville	1965 1960 1995 1865	+		*		** ;*	+	†	† †	`# #	†	-+	+	†	••
Effingham: Austin College	Effingham	1891			,	+	ŧ	+	ŧ	7		,		+	+	
Edwards: The Southern Collegiate Institute	Albion	_					+	ŧ	†	÷	†	+		+	†	
Hancock: Carthage College	Carthage	1870					+	†	Ť	+				†	+	
Iroquois Grand Prairie Seminary	Oparga	1863					+	1	†	+	+	+		t	1	
JoDaviess: Warren Academy					1		1	1 1								
Knox: Knox College St. Mary's School. Lombard College. St. Alban's Academy Hedding College Calesburg Free Kindergarten Ass'n										Ιi						
LaSalle: St. Xavier's Academy	Ottaws						P A									

Nui P	MBER UPILS	OP .	Weeks	Volum	Tuition	Average pensos	
Kales	Females	Totals	in school year	Volumes in library	n is reg'lar course	are of other ex-	REPORT PREPARED BY-
19	20	ži	23	22	24	25	<u> </u>
50	56	106	39	2,000	40	100	A. M. Dauely
67	97	164	60	WH	48	120	Wilson T. Hogue, President
7	82	RP	36	1,050	45	200	Wm. P. McKec, Dean
789 280 443	1,331	280	36 40 40	2, 200 1, 000 24, 000	75: 80 40		Wm. M. R. French, Director
1,639 2,116	1.501		48 26	303,000 21,000	120 70	775	T. W. Goodspeed, Secretary C B. Atwell, Registrar
144	5 80 200	149 959 80 220	30 36 40 36	1,800 13,786 260 1,000	75 75 76		W. B. Day, Actuary
125	80	214	50	1,601	100	250	F. W. Harkins, Chancellor
1	660		42		'' i50		George N. Carman, Director James H. Harper, Registrar
	86 92		40 39 40 38	1, 967 3, 600	150 24	20 175	D. Irlon, President
300	200	500	46	4,000	401		W. E. Lugenbeel, President
94	123	217	37	1,325	30.	100	Frank B. Hines, President
71		140	37	5,000	82	110	J. M. Ruthranff, President
135	110	245 ¹	38	750	32	130	O T. Dwinell, President
38	40	78 	34	40	36		S. A. Clark, Secretary
255 70	404 103 77	659 103 147	36 37 35	8,000 2,500 7,000	*****	140	(' W Leffingwell, Rector (', Ellwood Nash, President
	100	100	52			**	Mrs. Mary Claycomb Grubb

	*	1.	1	_	_		_	_			_	_		_	
		Date	1	Da						R			SE ON	NT:	tD
NAME OF INSTITUTION.	PLACE.	of incorporation.	Theological	Law	Medical	4	Clausical	Science	Normal	Music. ,	Pine arts	Oratory.	Manual training.	Preparatory.	Kindergarten.
		;	d	5	6	3	8	9	10	11	12	13	14,1	15 10	01 117
Lee: Northern Illinois Normal School	Dixon	****		1						-			1		
Logan: Lincoln University	Lincoln	1865			'		+	+	ŧ	+	+	t.	-	+	
Macoupin: Blackburn University	Carlinville	1857				٠	+			+	+			+ +	
Madison: Shurtleff College					+=		+	Ť		+	+	+ +		+ +	
McDonough: Western Normal College	Bushnell,	1888		†				 †	+	+	t			+	
Morgan: Jacksonville Spainess College Illinois College Illinois Female College	Jacksonville	1846	١,,	-		! !	ŧ	· †	-	+	+	+			
McLean: Illinois Wesleyan University	Bloomington	1850		t	, .		†	t		+	+	÷		.	
Peorla: Brown's Peorla Business College	Peoria								ļ						
Rock Island: Augustana College	: Rock Island .										- [
Sangamon Bettie Stuart Institute Concordia College		1868	†	-			+	+ +	+	+	+,	ŧ,	. 1	- 4 - 7	†
St. Clair: McKendre College	Lebanon,	1835		ŧ			ŧ	ŧ		†		ا۔		,	
Stephenson: Freeport College of Commerce	Freeport .	1895							†					+	
Warren: Monmouth College	Monmouth .	٠												* I= =	
Wayne . Hayward College and Commer'l School	Fairfield .		ı			!)		- 1		i	1		1
White: Enfield Normal University												1			
Will: St. Francis Academy	1	1874						+	†	†	+			† †	1
Winnebago;	Rockford						+	†:		+	+	.1		1	
Woodford: Eureka College	Į			i			†	ŧ,		+,	+	+		+ 1	١.
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[&]quot;Mechanical, electrical and civil engineering, and manual domestic arts.

Numb	No F	MBER PUPILS	OF	Weeks	Volumes	Tuitio	Average penses	
Number of instructors	Males	Females	Totals	s in school year	nes in library	Tuition in reg'lar course	erage of other exenses of students	Report Prepared By-
18	19	20	21	22	23	24	25	
					·			
•••		400	044	•••	9 500	02	•••	A 17 M
10	89	122	211	38	2,500	25	1	A. E. Turner, President
9	44	41	85	36	3,000	35	150	Walter H. Bradley, Chairman
15	88	86	174	37	10,000	37		L. A. Abbott, Secretary
14	••••	125	125	38	3, 500	••••	300	Harriet N. Haskell, Princippl
10	185	140	325	50	500	50	100	W. W. Earnest, President
••••	• • • • •	••••	••••	••••		• • • • • •	••••	•••••••••••••••••••••••••••••••••••••••
17	12	260	272	36	1,000	50	225	Jos. R. Harker. President
33	765	591	1, 356	38	10,000	47	200	E. M. Smith, President
••••	••••	••••				••••	••••	•••••••••••••••••••••••••••••••••••••••
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9 5	10 150	126 60	136 150 60	36 40 36	1,000 2,000 500		145	Mrs. A. M. Brooks, Principal
15 _.	119	82	201	36	8,000	36	150	M. H. Chamberlin, President
5	60	30	90	52	••••	56	9	J. J. Nagle
••••	••••				••••••	•••••		
••••			· • • • · · · · · · · · · · · · · · · ·			•••••		
8		72	72	36		20	•••••	Sister M. Stanislas Droesler, President
19	2	132	134	36 .	6, 327	60	240	!
16	118	102	220	39	6,000	39	••••	Robert E. Hieronymous, President

Statement of School Tax Fund and Interest on State School Funds, 1898 and 1899, from Auditor's Report.

TABLE B.

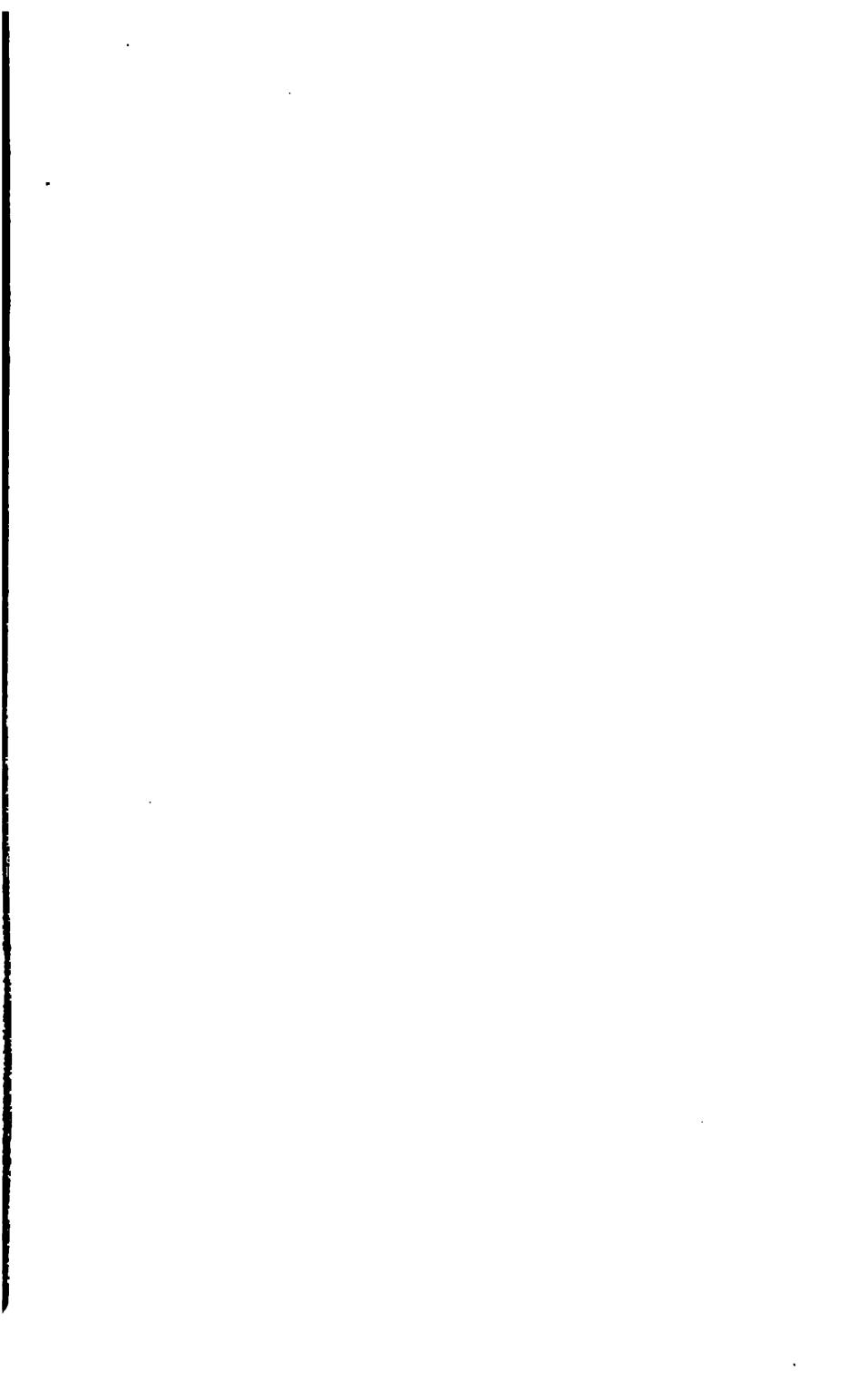
		1896.			1890		PAID CO	COUNTY, EACH YEAR	YEAR.
. .		N	အ	4	ĸ	•	£-	20	a
('ounties.	Net amount of tax:	Amount received from !county over amount paid	Amount paid county over amount received	Net amount of tax collected	Amount received from county over amount paid	Amount paid county over amount re- ceived	Tax	Interest	Total
Adams. Alexander Bond. Boone. Brown Bureau Calhoun Carroll Cars Champaign Clark Clary Clar	4.6. 6. 4. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6.		12.03.12.03.04.04.12.03.04.03.04.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.03.04.12.	11. 12. 12. 12. 12. 12. 13. 13. 13. 13. 13. 13. 13. 13	81, 879 78 416 08 1, 864 08 1, 864 12 106 88 1, 864 78 106 88 1, 864 78 1, 864 78	88. 89.1. 99.1. 109.9. 110.90. 110.90. 110.90. 110.90. 110.90.	は、4.4%。4.4%。4.4%。4.4%。4.4%。4.4%。4.4%。4.4%	######################################	######################################

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APPENDIX



CIRCULAR 28.

RUBAL SCHOOL ARCHITECTURE AND SCHOOL HOUSE DECORATION.

DEPARTMENT OF PUBLIC INSTRUCTION, SPRINGFIELD, ILL., February, 1901.

Forty years ago, in the third biennial report of this department, Newton Bateman referred to the then prevailing features of school architecture as follows: "A central location; boards and shingles to protect from storms and cold; just space enough for all the scholars in the district; an adequate supply of the plainest seats and desks, the former often backless; a 'ten-plate' stove, a pail, tin cup, and broom—these are too often regarded as an ample endowment for a district school house."

At that time there were eleven hundred and two (1,102) school houses "totally unfit for the purpose for which they are used;" while forty-six hundred (4,600) were described as "in tolerably good repair, but with small lot, uninclosed, destitute of out-houses, poorly seated, and not large enough for the scholars of the district." There were also, at that time, fourteen hundred and forty-seven log school houses.

It must be conceded that great improvements have since been made—in places. That much remains to be done is evidenced by the fact that the county superintendents report twelve hundred and seventy-eight (1,278) "unsanitary or otherwise unsuitable" school houses, and but seventeen hundred and ninety-four "perfectly comfortable" ones. Between these extremes are all degrees of comfort and discomfort. There are twelve thousand eight hundred and nine (12,809) schools in Illinois, and every one of them ought to be comfortably and conveniently housed.

The purpose of this circular is to give to school directors and teachers some definite and up-to-date information relating to school house architecture and decoration, and, incidentally, to exhibit, graphically, existing conditions in country districts. It contains: (1) A paper read by Mr. Normand S. Patton, formerly architect for the Board of Education, Chicago, at the October, 1900, meeting of the Northern Illinois Teachers' Association at Freeport; (2) a paper read by Mrs. Orville T. Bright at the same meeting, both of which the Association, by a unanimous rising vote, requested this department to publish; and (3) a number of illustrations of existing architecture, some of which may well be used as working models, and

others as examples of conditions to be improved. For many of these illustrations, of both kinds, I am indebted to County Superintendent Orville T. Bright, of Cook county, who is engaged in a most energetic crusade for better school houses in his own county, and to whom is due no small share of the credit for the renaissance now in progress, and promising to extend into every township in the State.

No attempt is made to discuss the architecture of the larger school building, for the double reason that architects are fully alive to that problem, and the large school building is but a repetition of the unit—the school room. The circular is a response to numerous calls for advice. It is hoped that it will aid the movement so happily begun to hasten the day when, in the interest of economy in money, health and teaching facilities, every school room in Illinois shall be perfectly COMFORTABLE, and all its surroundings be cheerful and beautiful.

Alfred Bayliss
Superintendent of Public Instruction.

THE SCHOOL ROOM IN GRADE SCHOOLS.

Size.—With artificial ventilation, which should always be provided, the size of the school room may be determined by the area required to seat the pupils, with a proper allowance for aisles and front space. Forty-eight pupils in the grammar grades may be seated in a room with an area of 775 square feet. If the number of pupils is to be limited to 40, it is best to retain this size and allow a more liberal spacing of desks. The primary grades with their smaller desks may get along with smaller rooms, but the desirability of open space for games and exercise and the liability of changing the grades are arguments against a reduction of size. On the other hand if the area is increased, there is a temptation to school boards to add extra seats and over crowd the rooms to the detriment of the school work. Therefore, it is wise to adopt 775 square feet as the standard area for a school room.

If provision must be made for 56 pupils, an area of 890 square feet will be required.

Shape.—This should not vary greatly from a square. The length should not exceed 35 feet, and when wooden joists are used there is a practical limit of the width to 27 feet, using 28 foot joist. With these limitations our 775 feet of area may be 25×33 feet, or 27×29 feet, and our 890 feet area, either 25×35 feet, or 27×33 feet. When the lighting is from one side only the 25 foot width is preferable; with supplementary lighting from the back the 27 foot width is sometimes more practicable. With rooms of these proportions the seats may face either the end or the side.

Height.—We may take 13 feet as a standard height, with a tendency to make rooms less than this down to 12 feet rather than more. The considerations affecting the height of a school room may be enumerated as—1, light; 2, looks; 3, cost; 4, convenience. Comparing a height of 13 feet with one of 12 feet on the side of the greater height is light, and of the lesser height, looks, cost and convenience. A height 12 feet gives a more homelike look than a greater one; the cost of construction and heating is less, and there is a saving of effort and time in climbing stairs to the upper stories. A high ceiling increases the light only when the tops of the windows are raised likewise; to leave the windows unchanged and raise the ceiling will decrease the light.

Light.—The object should be to provide (1) a proper amount, (2) from the proper direction, (3) uniformly distributed and sufficiently diffused, and do this under all conditions of weather.

Amount of Light.—The familiar rule to make the total window area one-sixth of the floor area is useful only as a rough approximation, as the amount of light admitted by a given area of glass is affected by the width of window, the height from the floor, thickness of walls, proximity of buildings, trees and other external obstructions, the color of these external objects, color of exterior window jambs and of the interior walls and ceiling, and the height of the room above the ground, the upper stories receiving more light than the lower. There can be no exact rule for lighting, but several considerations will be helpful as a guide to one's judgment.

Every foot of unnecessary glass is a detriment. It lets in the heat in summer and the cold in winter. Cold draughts are proverbial causes of illness, and the most dangerous draught is one that strikes the back. Therefore there should never be full length windows at the back of a school room unless they are provided with double sash and have steam pipes beneath sufficient to counteract the cold draught. Furthermore, unnecessary windows take from the wall space needed for other uses.

Wide windows let in more light than the same amount of glass in narrow windows. The diagonal rays are largely cut off by the thickness of the wall in narrow windows. Three wide windows will light almost any school room better than four or five narrow ones, and will have fewer cracks for cold air.

The most effective light comes from the clear sky, shining through the window directly upon the object to be lighted. In order that the farther side of the room shall receive such direct light it must pass through the upper part of the window. If there be enough light for the farther parts of the room, there will be more than enough for those near the windows, and hence the upper half of the window is more effective than the lower, and the higher the window from the floor, the more light from a given area of glass.

This principle should not be carried to such an extreme as to raise the window sills so high as to cut off a view of the landscape, especially when the surroundings of the school are pleasant.

Place the window sills at such a height that the children can see the ground when standing at the window, but not when seated. This will bring the lower edge of the glass from 3 min. to 3 min. 8 sec. above the floor.

Arched Windows.—The importance of preserving the light from the upper part of the window will lead to the use of square head windows in preference to arched forms; nevertheless arched windows may be used in certain situations as in corner rooms where there is light on two sides; on the upper floor where the light is best and and where extra height may be given to the room and its windows without increasing the stairs to be climbed; and in other situations when other conditions for light are favorable.

Direction of Light.—The light should shine upon the object to be seen and not in the faces of the pupils or teacher. For drawing or writing, the light should be from the left and front, for reading from the back and either side. The light should also come from above, at a considerable angle with the horizontal. Authorities appear to be unanimous that for a room no wider than the usual class room, the best lighting is from the left hand of the pupils only. With the eight room school, four rooms on a floor, all being corner rooms, it seems unnatural to leave one outer wall blank, and yet the windows at the back of pupils are objectionable. A compromise plan is to place half windows at the back of the room with their heads on a line with those of the side windows. These can be screened by shades on bright days and thus avoid annoyance to the teacher who faces them, and used on cloudy days to supplement the side windows. The half windows are also useful for cross ventilation in warm weather.

School design now runs almost exclusively to symmetrical plans for such eight room schools. It is most convenient to make the rooms nearly square, say 27x29 feet, with three full windows on the left side of the pupils and three high half windows at their back.

Each face of the building will thus have three full and three half windows in the class rooms of each story, which feature though unsymmetrical in the design can be so treated as not to be an architectural blemish.

Uniform Distribution of Light.—The difficulty lies in lighting the inner part of the room without excess near the windows. To accomplish this and preserve the proper direction of the light on a bright day, we may screen the lower part of the windows and admit light from upper portion only.

Whatever shades or blinds are used they must be hung so that they can be lowered from the top while screening the lower part of window. Venetian blinds can have the slats so adjusted as to shut out direct sunlight while permitting a strong light to play upon ceiling and walls; but there are objections to these blinds on the grounds of expense both first cost and repairs and collection of dust. Shades should never be hung in the ordinary manner at the top, for then the lower part of windows cannot be screened without darkening the top entirely and cutting off all the effective light from inner side of room. To put the roller at the bottom of the window and pull the shade up, is better; but the roller in this position interferes with plants on the window stool and therefore must be ruled out. An improvement is to use two shades with both rollers at the center of height of window, one to pull down and the other to pull up; but the simplest device is to use one shade hung on a movable roller, so that light may be admitted both at top and bottom of window in any desired amount. There are a number of devices in the market that accomplish this result.

There remains still the difficulty of direct sunlight entering the top of window when the shade is lowered. This may be cured by pulling down a white shade by which the direct rays of the sun are

intercepted and the light diffused over the room. Such shades are, however, apt to become quickly soiled by use, and a simpler remedy and a permanent one is to glaze the upper portion of windows with maze, florentine, or other translucent glass which diffuses the sunlight and illuminates the ceiling. For special cases where the near proximity of buildings cuts off direct light from the sky, prismatic glass may be used to catch the light and control its diffusion. use of translucent or prismatic glass in the upper portion of a window has such marked advantages over the ordinary clear window glass as to deserve special comment. Recent experiments conducted for Mr. Edward Atkinson, by Prof. Charles L. Norton of the Massachusetts Institute of Technology, prove that such glass not only softens the light but gives a marked increase to its effectiveness, especially in cases where a considerable portion of the sky is cut off by opposite buildings. The rays which would, with clear glass, shine on the floor near the window and be absorbed, are with translucent glass refracted and diffused over the inner part of the room and on the ceiling, which being thus illuminated radiates a soft light where most needed.

Heating and Ventilation.—There must be a supply of warmed fresh air, which may be heated by a hot air furnace, or a steam coil. If the flow of fresh air is by natural draught over a steam coil, called an "indirect radiator" there should be also direct radiation in the room; but when the warm air is forced in by a fan, we may dispense with the direct radiation, notwithstanding eminent authorities to the contrary. The chief difficulty in ventilation is to prevent draughts when the incoming air is cool. The air inlet must not be in the floor to gather dirt, but at a height of 3 to 8 feet. The air should be directed upward rather than horizontally, then, the current of air will rise to the ceiling and spread out over the upper part of the room. Place both inlet and outlet on an inner wall, the outlet being at the floor and near the inlet.

The standard of ventilation advocated for school rooms gives a supply of 30 cubic feet of air per pupil per minute. If the ventilating apparatus supplies this amount there will be no need of opening windows for ventilation, indeed it is essential to the proper operation of any system of artificial ventilation that the windows be kept tightly closed. All school room windows should be made very tight with weather strips to prevent the entrance of wind and in those school rooms that lack proper ventilation, the windows should never be opened in cold weather when there are pupils in the room; but the room should be aired during a recess or intermission. Provision should be made for natural ventilation in warm weather by providing transoms over the doors and if there be windows on one side only, make extra transoms between inner wall and corridor.

Blackboards.—These are costly, are not ornamental, darken the room, and should not be made longer nor wider than demanded by the requirements of teaching. Chicago public school teachers some three years ago petitioned the Board of Education to confine the blackboards to two sides of the rooms, and this is recommended as

sufficient. The chalk rail for primary grades should be two feet from the floor and for grammar grades not more than three inches higher. The board may be about $3\frac{1}{2}$ feet wide, but back of the teachers desk it is well to carry the blackboard up to a height of $6\frac{1}{2}$ or 7 feet. In Chicago good results are secured with composition blackboards, but these can be done only by experts. If so done they are better than slate. The blackboard maker must do the plastering on which the composition is laid or results can not be guaranteed.

Cloak Room.—The hanging of clothes in the corridors is too primitive for consideration and the recently invented ventilated wardrobes with rolling fronts have yet to make their reputation. The usual cloak room has a door at one end into the class room and at the other into the public corrider. This invites sneak-thieving if the outer door be unlocked and becomes a dangerous trap in case of panic if locked, unless it be arranged so as to open always from the inside. Furthermore the numerous cloak room doors opening into the corridors have been found objectionable. To overcome these objections, the writer devised a form of cloak room that has proved very popular in the Chicago public schools. Both doors open into the class room. The cloak room can not be entered except from the room and no locks are needed. The opening nearest the room entrance may be an open doorway. The ventilation of this style of cloak room is accomplished in a simple manner. The fresh air supply enters the room as usual, but the exhaust is taken entirely from Thus all the air from the room is drawn through the open doorway into the cloak room, warming it and drying the clothing, then passing into the ventilating flue. Cloak rooms should be so located that the teacher may stand in one place and command class room, corridor and cloak room. If the cloak room is considered only as a place for hanging hats and outer clothing, there is no need of a separation of boys and girls in grade schools. There should be plate glass in class and cloak room doors opening into the corridor so that the superintendent may inspect without entering. It would seem that there should be some better provision for overshoes than leaving them on the floor of the wardrobe, simple racks on the wainscoting near the floor are used in some schools.

Teachers' Wardrobe—This may be in the cloak room or may open into the class room. In the later Chicago schools in place of teachers' wardrobes in connection with the class rooms there is a locker for each teacher adjoining the teacher's room. The teacher's room is located in the basement (which is high and well lighted) adjoining the main entrance. There are toilet conveniences connected with this room.

Bookcase—There must be a bookcase for each school room. According to the testimony of teachers it may be put in almost any part of the room, or in the cloak room. There should be glazed doors in front of the books and cupboards below.

Wainscoting—There is a strong tendency to abolish wood wainscoting as combustible and unsanitary and substitute some other form of cement or hard plaster. At any rate the beaded ceiling of wood has become very tiresome and a change is desirable. The Chicago public schools are using wainscoting of plaster covered with prepared burlap to a height of six or seven feet wherever the walls are not covered with blackboards. This innovation has been received with great favor and the writer can recommend the material as the best for school room wainscoting. The typical Chicago school room has a picture moulding around all walls at about the top of the doors, seven feet. Below this moulding down to the narrow base of wood or cement, the walls are covered with burlap painted in oil. Olive green makes an agreeable shade; but reds and browns are also acceptable. The blackboards have the appearance of being applied over the burlap, the narrow boards having the burlap on all sides, while back of the teacher the blackboard stops at the same height as the burlap. Pictures may be hung on the burlap from the moulding but cards and papers may be pinned or tacked directly to the walls without injury to the burlap. There is another picture moulding at the top of the wall from which pictures may be hung above the wainscoting.

Walls—Sand finish gives a more agreeable texture to the plastering to receive the tinting color than a smooth plaster of Paris finish. The subject of wall tints being treated so thoroughly by Mrs. Bright, I will not comment on this topic further than to endorse the importance of proper tinting. The contrast between the blackboards and white walls is especially trying to the eyes, but if the blackboard is surrounded by burlap painted a suitable color, the contrast is greatly softened even though the walls above are white. A subject now under investigation is the making of blackboards of other colors than black, so as to harmonize with the decorative scheme of

the room.

Woodwork—Yellow pine is the most available wood of low cost. It seems to me preferable to painted woodwork, although inferior to oak.

Floors—Of the two woods used for school room floors, Southern yellow pine must be quarter-sawed and kept oiled or varnished, or the grain will fill with dirt. Hard maple may be left without oil or varnish and can always be scrubbed clean. If some school board wants a school room floor more sanitary and noiseless than hard-wood, it would be worth while to experiment with cork carpet or some of the new forms of linoleum.

A Drinking Fountain is a feature of a complete school room and should be placed near the door. A clock controlled from a central regulator and a telephone to the principal's office are modern school room luxuries.

Decoration—The efforts to beautify the school room with flowers and works of art should receive encouragement from the architect. The flower pots ruin the varnish on the window stools. Then what? Banish the flowers? No! Banish the varnish, and put in slate or marble stools that will stand water. A bay window that will give space for a flower stand will make the school room attractive and, perhaps, should not be considered an extravagance.

NORMAND S. PATTON.

THE DECORATION OF SCHOOL HOUSES AND SCHOOL ROOMS.

"To be brought into tune with good things is the first step towards being good."

There is a great and growing interest on the part of school patrons and teachers in the subject of school decoration. The right of the child to some sweetness and cheeriness and beauty of surroundings has come to be recognized. The right of the public to school buildings of pleasing exterior and environment has been at least partially conceded. Much has been said and written on the moral influence and the silent teaching of beauty—and the dawn of a general awakening to the importance of these matters seems at hand. Teachers are asking eagerly what can be done for the improvement of their schools, and how it is to be accomplished. A few practical suggestions are appended which it is hoped may to some extent answer these questions.

That time in the history of any school when the subject may be most effectively considered is when its building is projected. The shape and size of the school rooms and corridors—the arrangement of window, blackboard, staircase and wardrobe—the design and finish of woodwork are vital matters and worthy the careful attention of superintendent and principal. The school officer whose duty it is to look after these and other essentials of a perfect building, and who neglects to do so, is guilty of a grievous wrong. Every school house is a monument to the shame or the glory of those under whose supervision it is erected. Other things being equal, the degree of beauty attainable may be in proportion to the amount of money expended—but that the best possible results for the money be forthcoming—that is what we have a right to expect.

Presumably school architects have been long in existence; only recent years, however, have developed a class worthy of the name and have witnessed the erection of really beautiful school buildings in our midst. A sufficient number of these buildings is now in existence—buildings of good architectural design, well and honestly built, attractive both as to exterior and interior, carefully planned and carefully kept—to furnish the best and most practical hints to builders of new ones.

In the main the most successful of these new buildings have certain features in common. The broad stair and wide corridor which would have been condemned as waste room on the old-time plan, have come

to stay, and have proved their right to do so. So far from being waste room, the light spacious corridor is in constant use for Indian club and dumb-bell exercises, wand drills and marches, and even takes the place of an assembly hall, in case of the lack of such where public exercises may be held. Ceilings are lower, windows wider, less high, and not so deeply recessed; shades have superseded blinds; blackboards, hideous but necessary, are somewhat reduced in both height and extent; platforms are abolished, and soft and pleasing tints succeed on the walls the old dead white. The woodwork is designed with reference to cleanliness as well as beauty, the floors are of hard maple, and an occasional wall cabinet, or wide, low, hospitable fireplace is seen.

To the teacher so fortunate as to be located in such a building the task of beautifying her school room is rendered easy. A few well-selected pictures and casts, some plants in the windows, a small table or two with a bit of bright color in the cover, a rug, perhaps, and an easy chair, and the thing is accomplished—or, no, not necessarily even yet, for it has been the painful privilege of the writer to visit a school room with all, or nearly all these things, which yet is most unbeautiful. Dirt and disorder are deadly enemies of beauty, and their nullifying powers are great. Neatness, order and arrangement are as necessary to a pleasing effect as are the possession of pictures and other beautiful effects. No amount of decoration will render attractive an untidy school room with messy blackboards and paper-strewn floor. It may be well for all, in schools old and new, antiquated and modern, to lay down the law that order is the first principle of beauty.

When the new building is completed, or the old one to be renovated, the first great question to be settled is in regard to wall tints. In the selection of these any advice which is given must follow to some extent the irritating fashion of the old cook book which directed ignorant young housekeepers to "season to taste" or mix "according to judgment." As a matter of fact the decoration of each school room is a problem by itself. The color of the wood and the height of the ceiling, the amount of blackboard space and other modifying features varying in different buildings or even in different rooms in the same building, must be taken into account, and in both rooms and corridors the amount and direction of the light received must enter in as an important factor. A few general rules for the selection of color have been drawn from observation and are as fol-Sunny rooms—those having south, southwest and west exposures---should be in cool tints, greens or olives. (Blue and gray are not successful school room tints, being dreary and cold in effect.) Rooms receiving little sun need warmth of color and may be done in red, terra-cotta or yellow-brown. Ceilings should be lighter than side walls; a contrasting ceiling is ordinarily most pleasing, and a color almost universally satisfactory for the purpose is a deep corn-yellow or canary. A side wall often looks darker when complete than in the sample, but it is safe to select for the ceiling a strong light tone, the effect being invariably lighter and milder when on. High ceilings may be made to appear lower by tinting the upper portion of the wall like the ceiling; the greater the depth of the wall space so tinted the more the ceiling is apparently lowered (the measurement being usually from 18 to 36 inches). Lew ceilings may be heightened in effect by the reverse process of continuing the side-wall color to the ceiling and placing the picture molding at the top. The best shades for dark rooms are on the yellow tones; tan, corn-yellow or buff, and light golden brown. The best corrective for a wall which has been made too dark is a ceiling (and, if possible, partial side wall) of corn-yellow or canary.

The woodwork, when painted, is in general most safely made a lighter or darker shade of the wall color. Any dado which takes the place of a wainscot follows the same rule.

There are comparatively few desirable schoolroom colors, but there is a variety of shades of each color, so that many different combinations may be made, and it is neither necessary nor desirable to have all the rooms in a building alike. Red has proved one of the most effective colors for assembly halls and corridors and one of the least pleasing for school rooms. For the latter, the greens, olives, terracottas and tans are most satisfactory. It is difficult to account for the so frequent use of a color best described as a sickly pink. Possibly it is an attempt at a compromise with reds which are too dark or too intense for schoolroom purposes. Whatever the occasion of it may be, it is a complete and utter failure. Pink may be a good boudoir color, but for a school room it is useless as a background and utterly characterless. If it is desired to use red in a room for which the really rich and lovely shades are too dark, it may safely be done by making ceiling and the upper third of the wall cf canary or cornyellow. In this way a rich background may be obtained without any loss of the light, cheerful aspect of a room. With the green or olive walls the woodwork, if painted, may be either a deeper shade of same, or some pleasing contrast; with red or terra cotta it must of course be a contrast, and with tan a most pleasing combination is found to be leather brown.

Dark shades tend to lessen the apparent size of a room, light ones to increase it. The size of room or hall, therefore, as well as its lighting, must be taken into consideration in determining its tints. In offices and recitation rooms it is generally desirable to select a style of wall decoration which will lower the ceiling and enlarge the room. In the absence of blackboards such rooms look best done in three shades—the darkest for the dado which is topped by a molding three or four inches in width—the middle for the side walls ending at the picture molding eighteen inches or more from the ceiling—and the lightest (probably a contrasting shade) for the ceiling and that part of the wall above the picture molding.

This matter of the careful selection and artistic blending of colors is well worth the attention of teachers. Perhaps no other one thing will go so far toward hiding the defects and adding to the beauty of a school room.

The woodwork in most schools is hopelessly ugly. The Georgia pine which is almost universal may have much to recommend it from the builder's point of view, but from the æsthetic standpoint it has

nothing. Its harsh, ugly tones refuse either to blend or to contrast pleasingly with the wall tints; it must be either ignored or, better, painted. Some day, perhaps, when we shall have brought about a genuine and general public interest in these things, it may be replaced by oak or other woods, which, if slightly more expensive, admit of a variety of charming shades and finishes.

Many of the teachers who have devoted some thought to the matter, have proved very ingenious in inventing simple devices for beautifying their school rooms. A teacher of first grade in a school where the walls were white and the directors obdurate, covered the upper, unused portion of a high blackboard to a depth of ten or twelve inches with wall paper of a bright, rich red, using this as a background for pressed ferns, scissor work and inexpensive little reliefs, thus making a very charming little frieze about the room and adding a pretty bit of color. A simple thing enough, but it really transformed the place and was an inexpressible pride and delight to the children. Others have used burlap in green or red in a similar way, sometimes covering the whole area of a small board that could be spared and making it a background for displays of Prang platinettes, Perry pictures or relief casts, which, being readily fastened and unfastened by means of large pins, might be frequently changed and the interest in them thus sustained. Shelves over the blackboards for the support of an occasional vase or statuette have proved successful in some instances, and where the doorways are not too high the same idea has been carried out with good effect. Ornaments in such instances should be of good size and not too abundant —the scattering of numerous small articles is far from pleasing in effect.

All these devices may help to make the school room an attractive and pleasant place, but it is also possible to carry the idea of decoration to an extreme. A few good things are more to be desired than a superabundance of trash and it is best to be discriminating as to what is allowed to enter. Simplicity is not bareness—overcrowding is not art; ornaments and pictures should be kept to their proper places, among which doors and windows are not. The latter should be kept clear of everything but plants, the former should never be utilized for the hanging or pinning on of pictures. If it is desired to group a number of small pictures for study purposes and no space is available they may be mounted on large sheets of stiff cardboard and stood for the necessary time upon the chalk trough.

Good pictures are plentiful, easily accessible, and cheap; there is no reason why every school may not become possessed of a really fine collection. Tastes differ, of course, as to the kind of pictures most desirable.

Indianapolis has recently acquired a great reputation for the work of her schools along art lines. They have raised and spent many hundreds of dollars for pictures, and their purchases have been entirely original works of local artists. Some of the Chicago schools also have chosen to contribute to the encouragement of home industries and have ordered copies by art students of mas-

terpieces in the Art Institute. Of course this sort of thing is productive of many good and desirable results. In Indianapolis the artists have become so interested in the schools through the purchase of their pictures that they have contributed much in valuable suggestions and in actual decorative work. So far as the idea looks toward mutual help and cooperation it is ideal, but on the other hand it is a question whether for the children—and we must not forget that all this is for the children—there is not a greater value in acquaintance—even through a copy—with a very great artist, a world artist, than with first-hand knowledge of a lesser light. It is an open question, perhaps, and is likely to remain such for some years. amount of money now at command for decorative purposes in most schools, however, makes it not an immediate or pressing question for them and we may proceed to the consideration of the many good copies of good pictures available at small cost. Of these there is a great variety, but here again we must go "according to judgment." The difference of a dollar or two in price often means the difference between a really good picture and a very poor one. For school purposes foreign photographs, lithographs, carbons and platinotypes are the copies most used, with occasional photogravures, steel engravings and colored prints. For one who has had little experience with pictures it might be well to see many copies of the same thing before deciding upon one. (Do not hesitate to ask to see fine and expensive copies, simply because you know you can not afford them. Nothing is any trouble to a picture dealer, and besides, he is as anxious to educate you as you are to be educated.) The excellence of one may point out the defects of another and lead to a wise choice. Many things enter into a judicious selection besides the quality of the copy. Among these the subject considered as to moral tone and suitability takes first rank.

The subject should be one which appeals to the child, but that it appeals to him is not a sufficient test of its fitness. It should be such as may wholesomely and with benefit appeal to him. All that is painful or morbid should be tabooed, all false sentiment should be excluded, but whatever satisfies the simple, natural, childish taste, it is right to have. If teachers select pictures entirely from the adult point of view they may meet with disappointment in the fact that the children do not care for them. It is the taste and the comprehension of the child that must be considered, and this should be guided and developed by the greater knowledge and experience of he teacher.

After the picture is carefully chosen let equal care be used in its mounting, framing and hanging. The beauty of some pictures is greatly enhanced by the use of a mat. In general the mat serves one of three purposes: that of adding an effect of space and roominess to the picture, of enlarging it or of bringing it out clearly. In Jules Breton's "Song of the Lark" for example, the fine sturdy, robust figure of the young girl seems cramped and confined if framed close, while a 3 or 4 inch mat carefully selected to harmonize with the general tone of the picture, restores to it the sense of spirit and freedom which largely make up its charm.

Millet's "Sower" requires the mat to bring out the figure distinctly. It is a twilight picture and a good copy gives the dusky twilight impression. Framed close the picture is lost; a mat carrying out the lightest tones in the picture adds greatly to its effectiveness.

There is a forty-cent photogravure of St. Mark's—very clear and distinct, but so small that framed close it could not well be hung as a single picture; a five-inch mat and a narrow molding make of it a picture suitable for a school room of any size.

If the mounting of a picture is a matter of care and study, its framing is no less so. The frame of gilt must be excluded from the school room list as unsuitable; certain pictures in color, however, such as Guido Reni's "Aurora" (of which the colored copy is preéminently the one to buy), really require the gilt to bring out their full richness of coloring. Some genius in framing has originated a most happy way out of the difficulty, by combining a broad, plain molding with a gold facing next the picture an inch or less in width. The result is a frame rich, yet simple, durable, easily cleaned, and in every way suited for schoolroom use. A similar device is followed in framing many of the platinum pictures, except that the facing is of silver, and not more than a quarter of an inch in width. Anton Mauve's "In the Lane" and "Going Home" are exquisitely framed in this way with an ebony molding.

Platinum pictures call almost invariably for frames of black; for this reason, if for no other, where an equally good brown copy can be procured—carbon, photograph or whatever it may be, it is to be preferred. There is no objection to an occasional black frame, but any great number of them is apt to give to the walls a funereal aspect unless the background is particularly rich and warm. Generally speaking, it is best to select for frames moldings which are a continuation of color tones found in the picture. It is the province of mat and frame to form a finish for the picture without obtruding themselves. The soft, flat-finished frame so much used just now lends itself most readily to this idea, the "White, Potter and Page" moldings being especially suited to many of the carbons. When a contrasting frame is desired a dark mahogany is often very satisfactory.

In hanging pictures the mistake of placing them too high is most common. When there is a blackboard no margin should be left between it and the base of the frame. Where there is no blackboard the middle of the picture should be slightly above the level of the eye of the average person. If any mistake is made it would better be in hanging the picture too low rather than too high.

Many teachers make the serious error of considering their work as done when the pictures are bought, framed and hung. On the contrary, the most important part of it has just begun. Children can no more be expected to learn to love pictures from their mere presence than to learn to love books without knowing how to read. The teacher must be their inspiration, her understanding must teach them to interpret—her appreciation teach them to enjoy, and this can never be until she herself is inspired. For the teacher who must educate herself with her pupils the following reading is recommended:

Judge a Picture. Enjoy Pictures. Journeys to the Homes of Emin's in Ar. Bates & Grantist Series. Sanitation and Decoration. joined is a list of pictures ist is merely suggestive and ve. May consideration of the children with the "surroun alive."	Prang Ed. Co. ent PaintersElbert Hubbard aild Co., Boston (monthly publication)Ed. Pub. Co. D. C. Heath & Co. s and casts desirable for schools. not intended to be complete or ex- nese things lead to providing our adings that rest and refresh and CORA C. BRIGHT.
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Bates, 18x22 3 00	PICTURES OF ANIMALS.
St. Gaudens, 30x40	An Old Monarch, Rosa Bonheur, 15x18.\$ 6 00 A June Morning, Loveridge, 10x15
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is, Athens, 20x33	Hound, Rosa Bonheur. 16x22

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(Pictures in which the interest centers in human figures, even though there be also beautiful landscape.)	The Shepherdess, Millet. 20x26 1 00
Angelus, Millet, 18x22\$ 2 00	LANDSCAPES AND SEA VIEWS.
Aurora, Burne-Jones. 8\(^12\)x20	Dance of the Nymphs, Corot, 22x30. \$15 00 Dance of the Nymphs, Corot, 18x26. 5 00 Dance of the Nymphs, Corot, 14x18. 4 00 Georgia Pines, Inness, 8x13. 2 00 Georgia Pines, Inness, 14x20. 6 00 Le Matin, Corot, 22x30. 15 00 Le Matin, Corot, 14x18. 4 60 Le Matin, Corot, 10x16. 75 Landscape, Ruysdael, 27x34 15 00 Landscape, Ruysdael, 22x30. 15 00 Landscape, Ruysdael, 14x18. 4 00 Landscape, Ruysdael, 14x18. 4 00 Landscape, Rousseau, 10x12. 3 00 Morning—Coast of Maine, Neil Mitchell, 12x20. 5 00 On the Coast of Scheveningen, Mesdag, 16x22. 3 00 Orpheus, Corot, 10x16, 75 Salty Marshes, Fisher, 12x20. 5 00 Sunshine and Clouds, Inness, 8x13. 2 00 Spring, Daubigny, l0x16. 75 Stormy Day (Buzzard's Bay), 11x20. 5 00 Sea Off Marblehead, 12x20. 5 00 Sunset at Sea, Mesdag, 16x22. 3 00 The Avenue, Hobbema, 32x58. 15 00 Ville D'Avray, Corot, 17x24. 5 00 Windmill, Ruysdael, 16x20. 4 00
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The Viking Ship. J. G. Tyler, 17x25 3 00 Front View of Parthenon (reproduced from model in Metropolitan Museum) 20x28 2 00 St. Mark's and Doge's Palace, I2x19 1 00 FITZ ROY PICTURES. (Large colored prints in simple col-	POSTERS. The Piper, 19x25
ors suitable for primary rooms and kindergartens.)	CASTS.
The Plough (Two horses ploughing), Heywood Summer	Samothrace Victory, height 48 inches \$8 00 Samothrace Victory, height 18 inches 2 50 Venus de Milo, height 36 inches 3 50 Venus de Milo, height 18 inches 1 00 Diana the Huntress, height 42 inches 15 00 Flying Mercury, height 30 inches 1 70 Young Augustus, height 22 inches 2 55
SERIES OF TEN COLOR PRINTS. (Illustrating "Mother (†oose" stories. Suitable for lower grades. Size 1312x1812 inches.) By Mrs. Perkins.	Laughing Boy, Donatello, height 16 inches
The King in the Countinghouse 50 The Queen in the Parlor 50	! RELIEFS.
The Maid in the (farden 50 My Mary, She Minds Her Baby 50 Dance to Your Daddy 50 Gray Day 50 Blow. Wind, Blow 50 The Knave of Hearts 50 The King of Hearts 50 There Was a Girl in Our Town 50	Singing Boys, Della Robbia, 15x20
Burbank, E. A.—Series of ten portraits of famous chiefs. Color prints. Mounted on gray mat; 10x13, each 25 Ostertag, B. Reading the Declaration of Independence. Color print, 26x32 3 00	Lion, standing, Barye, 6x10

SOME TYPICAL ILLINOIS SCHOOL HOUSES.

Compare plates I, II, III, IV and V with VI, VIII, VIII, IX and X. The buildings in the two groups do not differ much in cost. The surroundings of the first group are a reproach to any district, however small. A live teacher can improve them by planting even one tree. The county superintendent should aid him by a timely appeal to the pride and public spirit of the directors and people. Such surroundings as are shown by the second group are possible anywhere in Illinois. They tend to increased respect for the school as well as increased self-respect on the part of pupils and teachers. There are two thousand of the first kind in Illinois. They must go!

SOME OF THE BEST COUNTRY SCHOOL HOUSES IN ILLINOIS.

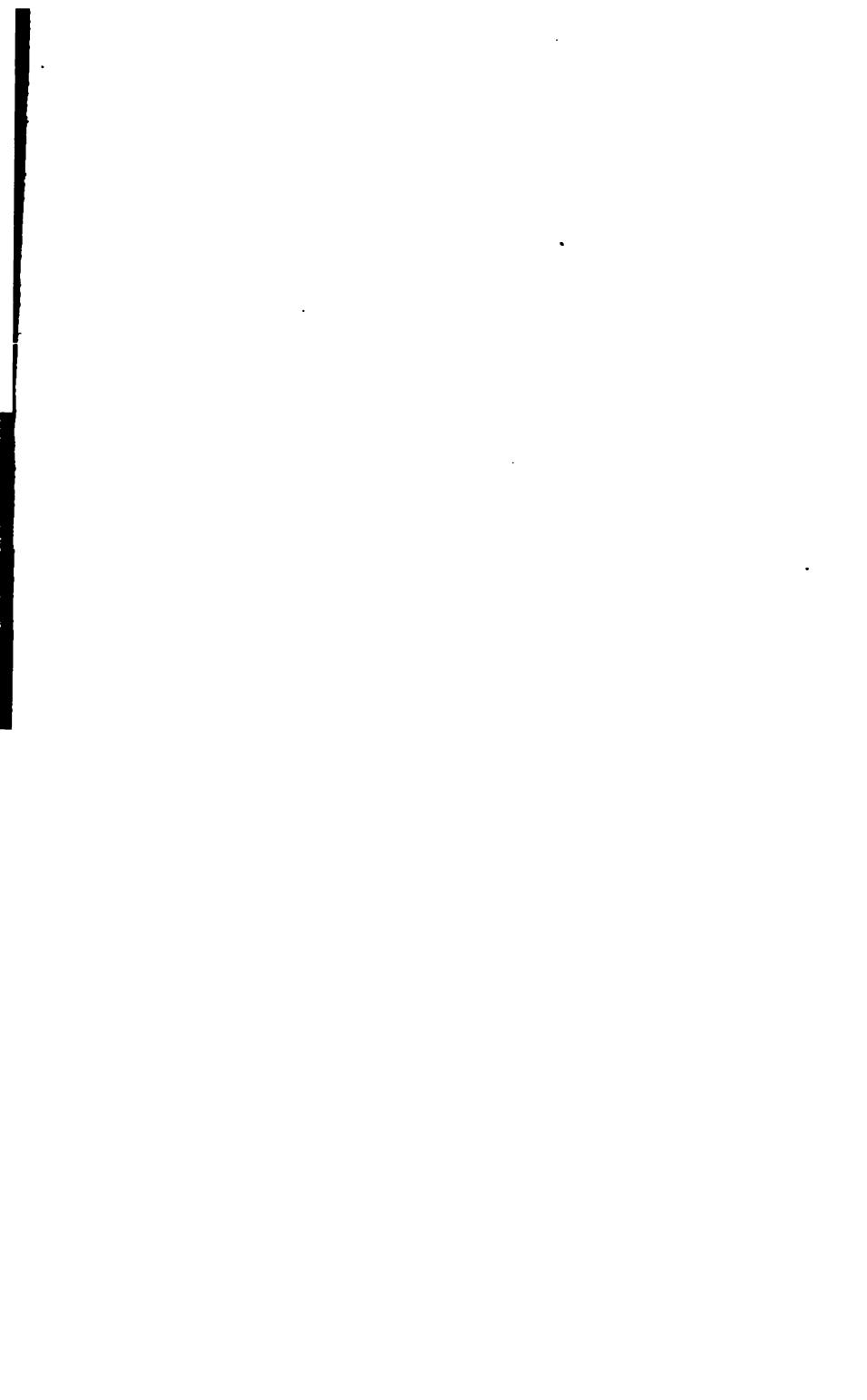
- Plate XI. Lane's school house, near Paris, Edgar county. Built 1899. Cost, \$1,200. Directors: Wm. Dickenson, John Moffitt and C. A. Austin. County Superintendent, George H. Gordon, Paris. Architect, N. Gaunt. A model.
- Plate XII. District 2, township 45-5, McHenry county. W. E. Wire, Hebron, County Superintendent.
- Plate XIII. District 3, township 45-5, McHenry county. Basement and floor plans sketched by Superintendent Wire.
- Plate XIV. "Cottage Hill" school, Sangamon county. S. A. Bullard, Springfield, architect. Charles VanDorn, County Superintendent.
- Plate XV. A one-room building in Cook county. Patton, Fisher & Miller, architects, Chicago.
- Plate XVI. A one-room building in Cook county. G. W. Ashby, architect. A model.
- Plate XVII. A two-room building in Cook county. G. W. Ashby, architect.
- Plate XVIII. A two-room building in Cook county.
- Plate XIX. The Polo, Ogle county, school building. Dedicated December 1899. A model.
- Plate XX. An Ohio idea. The Kingsville school. Pioneer in that state in consolidating small schools. See page 51, XXIII biennial report.

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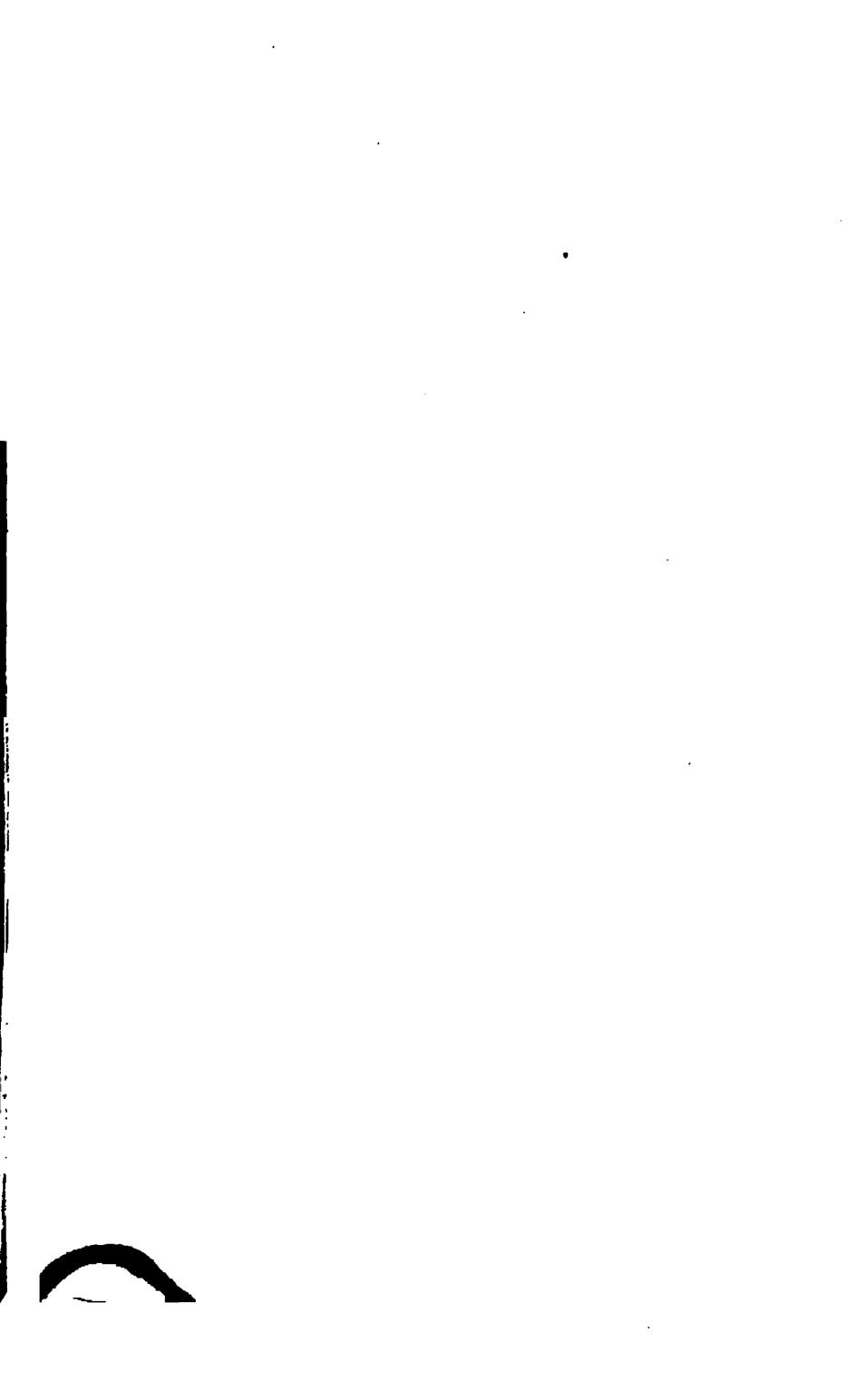
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